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ABSTRACT

The Extended School Services (ESS) program was established in 1990 as part of the Kentucky Education Reform Act. Designed specifically to address the needs of Kentucky's at-risk student population, ESS is an aggressive, proactive program for addressing academic problems before they become ingrained. This report summarizes findings from 24 site visits to selected schools across Kentucky that were implementing a variety of ESS programs. A total of 32 conclusions were generated from the evaluation, divided into nine topical areas: student demographics, adherence to intended goals, classroom instruction, student outcomes, program strengths, barriers to maximum success, program fidelity, patterns of implementation, and overall. Based on the findings and conclusions of this comprehensive evaluation of the statewide Kentucky Extended School Services Program, a number of specific recommendations are offered for staff's review and reflection. These 12 recommendations focus on transportation, professional development, communication and goal setting, and staffing. Nine appendixes contain evaluation checklists, surveys, questionnaires, and forms. (Contains 27 references and 17 tables.) (GCP)

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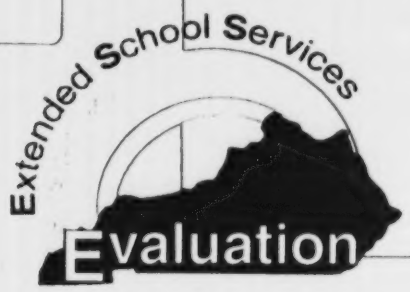

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AEL
P.O. Box 1348
Charleston, WV 25325-1348

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Post Office Box 1348
Charleston, West Virginia 25325-1348
304-347-0400
800-624-9120
304-347-0487 fax
aelinfo@ael.org
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Other individuals contributed valuable assistance or supervision for certain phases of the evaluation. Sam Evans at Western Kentucky University served as the fiscal agent, and Doris Redfield at AEL supervised the whole project. Linda Wible did much of the typing, copying, and binding at AEL, while Nancy Balow and Carla McClure provided editorial assistance.

EXECUTIVE SUMMARY

The Extended School Services (ESS) program was established in 1990 as part of the Kentucky Education Reform Act. Designed specifically to address the needs of Kentucky's at-risk student population, ESS is an aggressive, proactive program for addressing academic problems before they become ingrained. The ESS program extends the school day, week, or year for students at risk of academic failure, providing them with additional instructional time to help them meet academic goals. All Kentucky school districts receive funding earmarked for ESS implementation.

In 1999, the Kentucky Commissioner of Education contracted with Pamela Nesselrodt and Eugene Schaffer for an external evaluation of the ESS program, which was to be piloted in the spring of 2000 and conducted during the 2000-01 academic year. Nesselrodt and Schaffer completed a pilot-test evaluation of the ESS program in the spring of 2000 that resulted in two reports—one on the design, testing, and refinement of instruments and another on the refinement and finalization of research questions and methodology. The pilot-test evaluation yielded a data collection design, data collection procedures and instruments, and analysis procedures.

In the fall of 2001, the Kentucky Department of Education (KDE) contracted with a partnership of AEL and Western Kentucky University (WKU) for a comprehensive evaluation of the ESS program during the 2001-02 school year. All learnings from the pilot-test evaluation were incorporated into AEL's evaluation design. Fifteen evaluation questions were assembled into five major categories: identification, referral, and assignment of services; profiles of students receiving services; profiles of ESS programs and their implementation patterns; services to students placed at risk; and outcomes of the program. AEL's comprehensive evaluation of the ESS program utilized two major components—statewide surveys and site visits.

The surveys were administered to the district and school ESS coordinators in the fall of 2001 (full results presented in an earlier report). The major purposes for the site school visits in the fall/winter of 2001-02 and the summer of 2002 were to provide intensive, extensive ESS program data that would be generalizable, valid, and reliable to Kentucky programs statewide and to corroborate findings from the statewide surveys. A pair of trained data collectors made two to three day visits to a sample of 24 schools with ESS programs (18 during the fall/winter of 2001-02 and 6 in the summer of 2002) to collect both qualitative and quantitative data from a variety of ESS stakeholder groups. This report summarizes findings from the 24 site visits to selected schools across Kentucky that were implementing a variety of ESS programs, i.e., before school, after school, and summer school.

Data collection methods included six surveys (district coordinator, school coordinator, ESS teacher, non-ESS teacher, ESS student, and parent of ESS student); five interview protocols (district coordinator, school coordinator, ESS teacher, ESS student, and parent of ESS student); the Special Strategies Observation System (SSOS), which included three forms related to classroom observation, quality of instruction, and environmental resources of the classroom; and a school and program description form. AEL staff also selected and prepared in scannable format two other data collection instruments. First was the AEL Continuous School

Improvement Questionnaire (AEL CSIQ), a 60-item self-report that measures the extent to which a school faculty is committed to continuous improvement. Second was the Innovation Component Configuration Map for Extended School Services (ICCM), which was developed by the Kentucky Institute for Education Research (KIER) in the mid-1990s.

In October 2001, the AEL CSIQ instrument was administered to faculty members of the 48 schools in the sample pool provided by KDE. Analyses were generated for each individual school and for aggregated building-level profiles for elementary, middle, and high schools. In March 2002, AEL staff designed and mailed a one-page summary report for each school's results, which included descriptions of the six scales and a chart displaying the school's results as compared to the composite scores for all sample schools at the same building level (i.e., elementary, middle, high). Also in October, introductory letters from the Kentucky Commissioner of Education were sent to the 18 selected schools (6 elementary, 6 middle, and 6 high schools). All 18 visits were conducted by the end of February 2002. In April 2002, a conference call involving AEL and KDE staff was held to select the sites for the summer visits. The decision was made to revisit 6 of the original 18 schools (2 elementary, 1 middle, and 3 high schools); all six visits were conducted during June 2002.

Evaluation findings are presented in two distinct sections: first by the individual data collection instruments so that all data are available for interpretation and use and second by comprehensive summaries of data directly aligned to the five broad evaluation topics and their related subquestions. The findings resulted in more than 60 pages of text, including 14 tables and 20 figures. Data included observations from 137 regular classrooms and 76 ESS sessions; respondent groups included 1,220 ESS student surveys and 109 interviews; 576 parent surveys and 49 interviews; 225 ESS teacher surveys and 98 interviews; 15 ESS district coordinator interviews; 23 ESS school coordinator interviews; and 297 non-ESS teacher surveys.

A total of 32 conclusions were generated from this evaluation. These conclusions were divided into nine topical areas: student demographics, adherence to intended goals, classroom instruction, student outcomes, program strengths, barriers to maximum success, program fidelity, patterns of implementation, and overall. Representative conclusions from each topical area are included below.

- In terms of the proportion of ESS enrollment to student enrollment, ESS participation is fairly equal across elementary, middle, and high school building levels; however, participation varies widely at the individual school level.

- The participation of boys and girls in ESS is roughly equivalent, particularly at the elementary level. However, fewer females participate in the program at the middle and secondary levels. This warrants further investigation to determine whether middle and high school girls need fewer ESS services or if they are simply less interested than boys in ESS participation.

- There is a great deal of consistency among the perceptions of coordinators, teachers, and parents as to how students are referred to ESS; the majority believe that students are referred most often by classroom teachers. However, students report that they most often self-select into the program. It may be that students are taking credit for self-selection by agreeing to participate in this voluntary program after a teacher or parent has made the suggestion. Either approach seems to allow enough flexibility for the intended population to become involved with the program.

- The students' regular teachers, ESS school coordinators, and ESS teachers most often determine individual student goals, with parents and students themselves being involved to a lesser extent. Thus students' goals appear to be heavily influenced by their teachers, yet the majority of students adopt these goals as their own and appear to understand why they are expected to benefit from participation in the ESS program.

- ESS and regular classrooms differ on two major dimensions: quality of instruction and appropriate level of instruction. Quality of instruction is better in regular classrooms, but instructional level is more often appropriate in ESS classrooms.

- ESS classrooms tend to engage in student-led activities, often involving independent seatwork and pair seatwork. Thus a "typical" ESS classroom appears to be one in which students work independently on homework and/or make-up tests, receiving individualized instruction as needed. One strength of the ESS classroom arrangement is that students are receiving the one-on-one tutoring they need and have the opportunity to have concepts not mastered retaught to them.

- The ESS program appears to be having an impact on student performance. Nearly all teachers and coordinators indicate that participation in ESS has led to increased academic achievement. Further, parents report increased understanding of subject material by their children, that their children are passing a particular subject, or that their children are now doing better in school.

- Parents and students also report improved study skills and increased motivation to learn as a result of participation in ESS. Students appreciate having opportunities to make up or retake tests. This flexibility for students who either missed a test or performed poorly on a test indicates that value is placed on allowing students the opportunity to show what they have learned.

- The major strengths of the ESS program focus on processes for its implementation and outcomes resulting from that implementation. For instance, process-linked supports include targeting students as early as possible, dedicated staff, student transportation, collaboration between teachers and coordinators, flexible scheduling, low teacher/student ratio, and individualized instruction.

- One unique strength of the ESS program is its fluidity and flexibility. Student mobility is high throughout the program. As a particular problem arises, ESS allows for an immediate intervention that focuses on a specific need that can be addressed before it becomes chronic and long term. The program does not rely solely on the results of annual standardized test scores, which would slow down the process of identification, referral, and enrollment.

- Student transportation is a major problem for some schools. The decision to use ESS funds to provide public transportation for students is determined by individual school and/or district policies. Because the majority of the ESS services offered during the regular school year occur after normal school hours, if bus service is not provided then parents must make transportation arrangements for their children. With the combination of parental work schedules, a potential lack of transportation for lower-income families, and the distance involved for more rural communities, this factor could seriously deter participation of some students who might be most in need of such academic services.

- Staff development related to ESS now seems to be nonexistent, inadequate, or distributed unevenly between teachers and coordinators. This may be more problematic for newer staff members who are initially becoming involved with ESS and who are not familiar with its related philosophies and guidelines, especially since the ESS summer conference was discontinued. Further, there is some lack of agreement among school coordinators, teachers, parents, and students as to the exact intent and nature of the ESS program.

- One discrepancy noted among respondent groups involves communication, especially with parents. While ESS teachers believe they meet with parents on an as-needed basis, parents note that communication with the teacher about their children's progress is a major problem and that they often are not aware of ESS goals.

- Most of the respondent groups believe that the current number of teachers involved in ESS is inadequate for the number of students. Related to this topic is the reported difficulty associated with recruiting, hiring, and retaining a sufficient number of interested teachers with appropriate content knowledge and relevant skills for working individually with students in the ESS environment.

- The ESS programs are performing satisfactorily in terms of implementing the majority of the 15 major components of the statewide program. The following four components seem to be implemented least satisfactorily: staff selection, instructional resources, collaborative planning processes, and program evaluation.

- There are four types of implementation of ESS programs in terms of their fidelity in operating the 15 major components of the program. That is, there are four levels of implementation of the ESS program, ranging from high-fidelity implementers to low-fidelity implementers. However, these patterns of implementation are very similar across the four groups; the main differences are in the levels of implementation of each component, as opposed to the differences across the components. Three of the four high implementation schools are middle schools with small ESS programs in terms of the number of involved students and teachers. In other words, the high-fidelity implementation is more an artifact of program scale and building level rather than discrete differences in implementation.

- Although there seem to be no discernable operational differences in the four levels of implementation, there are some differences in associated measures when compared by implementation pattern. The high implementation group consistently spent less time on teacher-led activities and more time on student-led instructional activities than any of the remaining three groups.

- When looking at implementation patterns with other data measures utilized in this comprehensive evaluation, one other conclusion can be drawn: All the ESS school coordinators in the high implementation group pinpointed inadequate financial support.

- One of the most striking conclusions from this comprehensive evaluation of the statewide Kentucky Extended School Services program is the marked consistency and high degree of corroboration both within and among respondent perceptions and data collector observations.

- Overall, it is concluded that the ESS program is positively perceived by involved stakeholders and has been proven to help address the needs of students who are at risk academically. However, several areas have been identified in which improvements could be made for a more successful implementation of the statewide program.

Based on the findings and conclusions of this comprehensive evaluation of the statewide Kentucky Extended School Services program, a number of specific recommendations are offered for KDE staff's review and reflection. These 12 recommendations focus on transportation, professional development, communication and goal setting, and staffing. Representative recommendations are presented below.

- ✓ KDE staff and state board of education members should collaborate to identify possible solutions to transportation issues. Solutions might include working closely with transportation staff, investigating alternative funding formulas such as using non-ESS monies for transportation expenses and/or seeking additional funds specifically for transportation.

- ✓ Professional development opportunities should be provided to ESS coordinators and teaching staff in the areas of staff selection, instructional resources, collaborative planning processes, individualized instruction, mentoring/tutoring, and program evaluation. The specific format for these professional development opportunities could vary from workshop sessions at a central site or decentralized sites to online, Internet-based courses. Whatever delivery method is selected, professional development in these four areas is needed by most ESS program staff in the state.

- ✓ ESS staff should encourage/facilitate more involvement of parents and students in setting goals for individual students. This would help to improve communication between the home and school and to ensure that all involved parties share similar goals for individual students' learning—further increasing the likelihood that these goals will be uniformly sought, supported, and achieved. In addition, continued communication with parents about their children's progress should be a routine part of ESS program operation.

- ✓ Some thought should be given to exploring ways to overcome the teacher staffing issue. For example, KDE staff could identify those districts experiencing ESS teacher recruitment problems and work with them to develop solutions. If the problem is teacher pay for ESS sessions and state or local regulations that prevent increasing teacher salaries, perhaps KDE staff could be instrumental in finding ways to overcome those barriers, such as seeking waivers for current rules or regulations.

- ✓ The possibility of developing an incentive program for ESS teachers that would generate opportunities for recognition of their efforts should be investigated. For example, an ESS Teacher of the Year award program might be designed and implemented. The idea is to offer a significant award and possibly a financial reward based on state-established criteria. The award, which could be regional or statewide, may help draw teachers previously uninterested in participating in the ESS program.

- ✓ KDE staff should formalize and fund the process for obtaining ESS "best practices" and develop a resource tool that would be available to all ESS staff. ESS staff in one or more districts could be financially compensated for spearheading the initiative and gathering submissions from all ESS programs. The final product could be in print or electronic format and would be a compendium of innovative and creative ESS programs. It could also include a segment on student motivation, as mentioned earlier. We understand that such an effort is currently under way, but statewide coordinators indicated limited awareness of this undertaking. Therefore, at the very least, KDE staff should increase the visibility and potential utility of such a tool for the ESS program statewide. One potential resource is the Promising Practices in Afterschool (PPAS) Web site, which provides detailed descriptions of promising practices nationwide (see www.afterschool.org).

INTRODUCTION

Background

The Extended School Services (ESS) program was established in 1990 as part of the Kentucky Education Reform Act (KERA). Designed specifically to address the needs of Kentucky's at-risk student population, ESS is an aggressive, proactive program for addressing academic problems before they become ingrained (Nesselrodt & Schaffer, 2000b). The ESS program extends the school day, week, or year for students at risk of academic failure, providing them with additional instructional time to help them meet academic goals. Rather than being an "add-on" or "stand-alone" program, ESS is designed to be an integral part of each school's regular academic program, thus ensuring that students receive instructional assistance in core content subjects in which they are performing poorly.

The major emphases of the statewide ESS program are to (1) sustain students' present level of performance to prevent them from falling behind; (2) provide extended programming for students who have been retained or are at risk of (a) being retained in a class or grade or (b) failing to graduate on time without assistance; and (3) close the achievement gap of low-performing students so they will perform successfully in the program appropriate to their age. All Kentucky school districts receive funding earmarked for ESS implementation. According to publications from the Division of Extended Learning of the Kentucky Department of Education (KDE), nearly every school provides such services; thus, nearly 1,450 schools have some type of ESS program (AEL, 2001; Quality Education Data, 1998). See the Kentucky ESS Web site for more detailed information (http://www.kde.state.ky.us/osle/extend/ESS/default.asp).

Past Evaluations

To date, three major within-state (internal) evaluations of the ESS program have been completed—one by the University of Kentucky in 1991, one by the KDE in 1993, and one by the Joint Center for the Study of Educational Policy at the University of Kentucky and the University of Louisville in 1998. In 1999, the Kentucky Commissioner of Education called for an external evaluation, i.e., by an agency(ies) outside of Kentucky. This evaluation was to be piloted in the spring of 2000 and conducted during the 2000-01 academic year (Nesselrodt & Schaffer, 2000b).

The KDE approved a plan submitted by Drs. Pamela Nesselrodt and Eugene Schaffer (of Dickinson College, Pennsylvania, and the University of Maryland, respectively), which focused on four major categories related to the ESS program: (1) identification, referral, and assignment of services; (2) profiles of students receiving services; (3) profiles of ESS programs; and (4) outcomes of the programs (Nesselrodt & Schaffer, 2000a). The evaluators recommended using a variety of data collection procedures, including written surveys of multiple groups, interviews with samples from those groups, written program descriptions, classroom and ESS session observations, analysis of standardized achievement test scores, and statistical analysis of outcomes data.

Nesselrodt and Schaffer completed a pilot-test evaluation of the ESS program in the spring of 2000 that resulted in two reports—one on the design, testing, and refinement of instruments and another on the refinement and finalization of research questions and methodology. The pilot-test evaluation yielded a data collection design, data collection procedures and instruments, and analysis procedures.

Current Evaluation

In the fall of 2001, KDE contracted with a partnership of AEL and Western Kentucky University (WKU) for a comprehensive evaluation of the ESS program during the 2001-02 school year. All learnings from the pilot-test evaluation were incorporated into AEL's evaluation design. Fifteen evaluation questions were assembled into five major categories: (1) identification, referral, and assignment of services; (2) profiles of students receiving services; (3) profiles of ESS programs and their implementation patterns; (4) services to students placed at risk; and (5) outcomes of the program.

AEL's comprehensive evaluation of the ESS program utilized two major components—statewide surveys and site visits. The surveys were administered to the district and school ESS coordinators in the fall of 2001. For detailed results of the statewide survey administration, see *Perceptions of Kentucky's Extended School Services Program by District and School Coordinators* (Cowley & Meehan, 2001). These components were broken down into five main phases: statewide surveys, training session for site visits, fall/winter site visits, summer visits, and data analyses. See Figure 1 for a graphic portrayal of AEL's evaluation of the ESS program and Figure 2 for a time line of major events and activities.

The major purposes for the site school visits in the fall/winter of 2001-02 and the summer of 2002 were to provide intensive, extensive ESS program data that would be generalizable, valid, and reliable to Kentucky programs statewide and to corroborate findings from the statewide surveys previously administered to district and school ESS coordinators. The site visits replicated most of the procedures and data collection instruments utilized in the pilot-test evaluation, with modifications as described later in this report. A pair of trained data collectors made two to three day visits to a sample of 24 schools with ESS programs (18 during the fall/winter of 2001-02 and 6 in the summer of 2002) to collect both qualitative and quantitative data from a variety of ESS stakeholder groups.* This data collection involved classroom and

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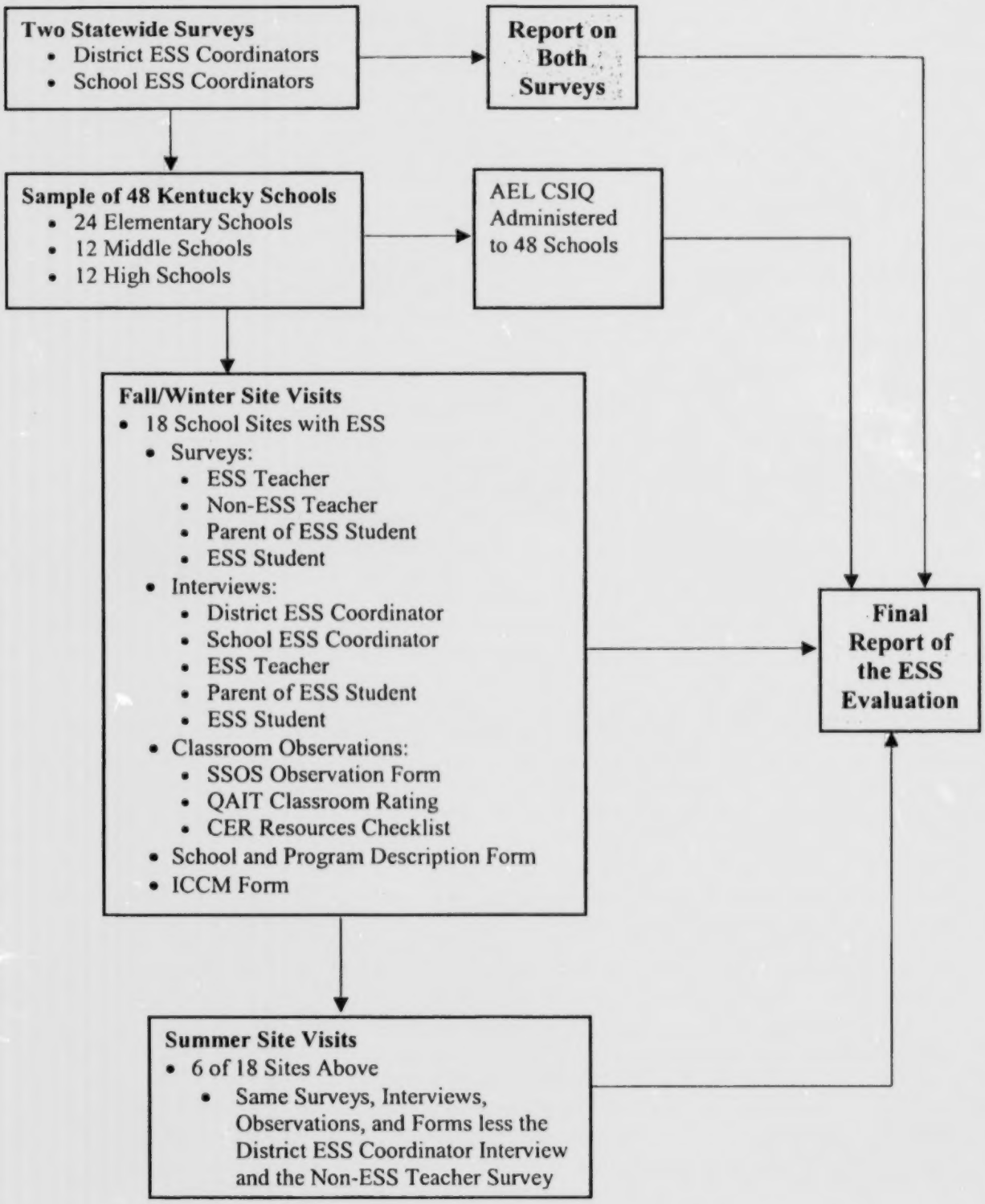
*A two-stage sampling process was implemented to identify the 24 schools. In the first stage, KDE staff established a pool of 48 schools through a six-step process that reviewed student achievement data, percentage of students eligible for free or reduced-price meals, overall academic student index, ethnicity, school-level performance indicators such as novice-level readers and dropout rates, comparisons of subsets of student scores within schools, and geographic and demographic representations (see Appendix A for the KDE school selection process). AEL completed the second stage by securing Johnson locale codes (National Center for Education Statistics, 2001) and published enrollment figures (Quality Education Data, 1998) for each of the 48 schools. Using a combination of building level, geography, urbanicity, and enrollment, AEL staff selected the 18 schools for the fall/winter 2001-02 visits. AEL staff collaborated by telephone with KDE staff to identify which of the 18 schools would be revisited during the summer of 2002, based on geography, building level, and general representativeness of Kentucky ESS programs.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• Parent of ESS Student
• ESS Student
• Classroom Observations:
• SSOS Observation Form
• QAIT Classroom Rating
• CER Resources Checklist
• School and Program Description Form
• ICCM Form
Final Report of the ESS Evaluation
Summer Site Visits
• 6 of 18 Sites Above
• Same Surveys, Interviews, Observations, and Forms less the District ESS Coordinator Interview and the Non-ESS Teacher Survey

Figure 1: Graphic Portrayal of the Evaluation of the Kentucky Extended School Services Program

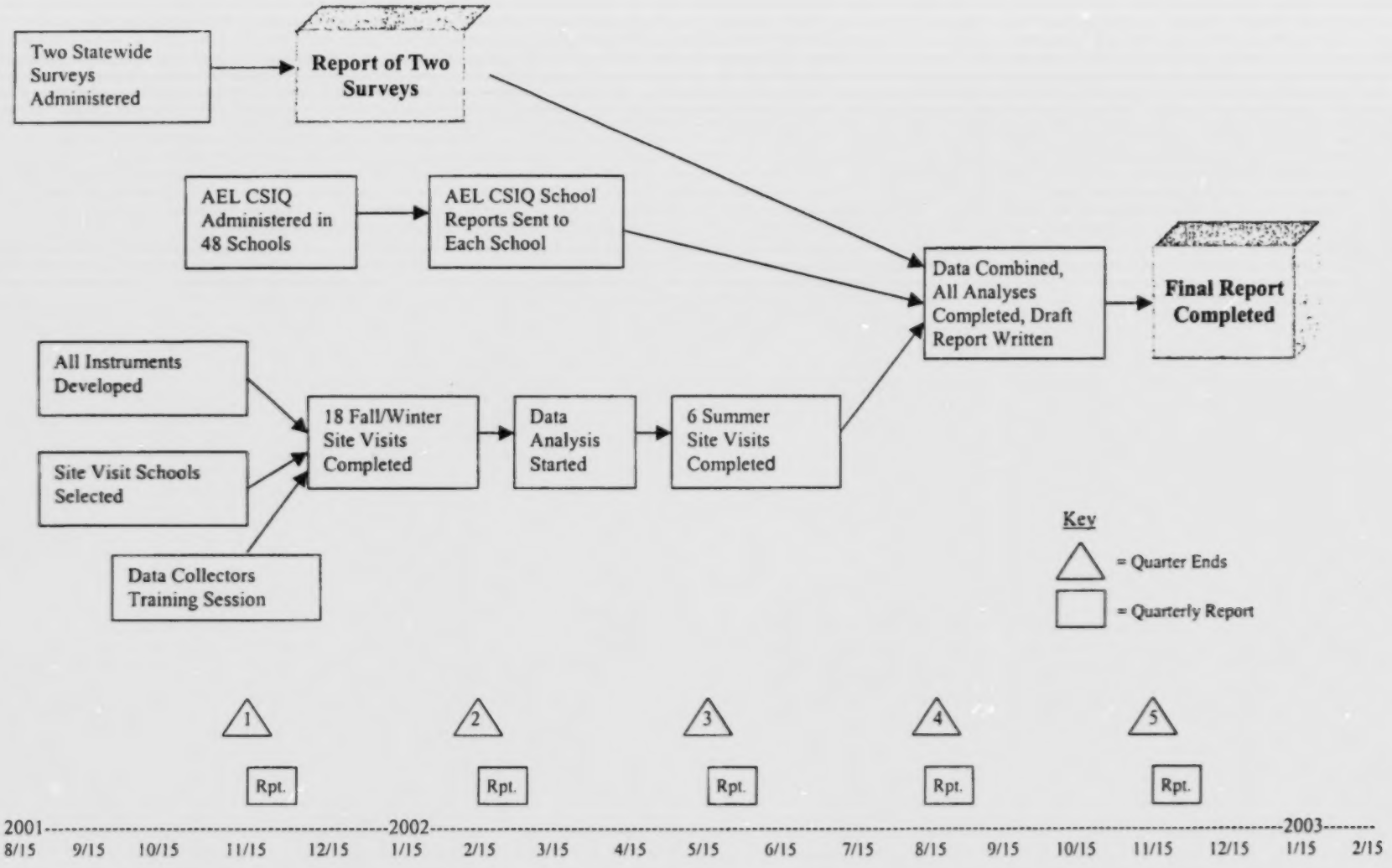

Figure 2: Time Line and Flow of Major Events in the Evaluation of the Kentucky Extended School Services Program

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ESS session observations; interviews with ESS teachers, ESS students, ESS parents, the school ESS coordinator, and the ESS district coordinator; surveys of non-ESS teachers, ESS teachers, ESS students, and ESS parents; a school and program description form; and written documentation such as the school's consolidated plan and needs assessment, as well as descriptions/policies of the ESS program. In addition, AEL added two new instruments—the Innovation Component Configuration Map, to generate patterns of implementation across ESS programs, and the *AEL Continuous School Improvement Questionnaire*, to measure the extent to which a school faculty is committed to continuous improvement. See Appendix B for a copy of the completed Evaluation Standards Checklist, which reflects the extent to which this evaluation met the Program Evaluation Standards (Joint Committee on Standards for Educational Evaluation, 1994).

Purpose and Audience

This report summarizes findings from the 24 site visits to selected schools across Kentucky that were implementing a variety of ESS programs, i.e., before school, after school, and summer school. Data from this comprehensive evaluation are intended to inform KDE staff about how students are identified and referred for ESS services, what types of students receive services, particular ESS implementation patterns, services provided to at-risk students, and outcomes of ESS programs. The main audiences for this report are KDE staff, Kentucky state board of education members, and Kentucky district and school ESS coordinators. Secondary audiences include other individuals or agencies interested in extended school services and/or helping students achieve academic success through nonregular instructional services.

Review of Literature

The use of extended school services has dramatically increased over the past decade. The focus of after-school programs has moved from simple child care to the provision of a variety of services: improving academic achievement, securing a safe and drug-free environment, extending learning time, and supporting social development and school reform. According to the National Governors Association (1999), at least 26 states are increasing funding for after-school programs, and at least 30 states are seeing greater school involvement in extended learning during the after-school hours. In a 2001 National Association of Elementary School Principals survey, more than two thirds of the principals reported they currently offer optional after-school programs (Noam, 2002).

Several after-school programs began recently, such as the national 21st Century Community Learning Centers (CCLC), California's After School Learning and Safe Neighborhoods Partnership Project, and Maryland's After School Opportunity Fund (Miller, 2001). These multipurpose programs are intended to increase academic achievement but also focus on providing an environment that meets multiple needs of students.

After-school programs are quickly gaining public support: "Polls conducted for Fight Crime: Invest in Kids show that 68% of Americans say expanding child care and after-school programs is a higher priority than a tax cut" (Newman, Fox, Flynn, & Christeson, 2001, p. 25). Results of a 2001 survey indicate that more than 90% of American voters believe youth "should have organized activities or places to go after school every day that provide opportunities to learn" (Noam, 2002, p. 1). The funding for U.S. Department of Education's 21st Century Community Learning Centers grants has increased from $1 million in 1997 to $1 billion in 2002 and will provide funding for approximately 6,800 schools across the nation (U.S. Department of Education, 2002).

According to Trousdale (2000), "these programs have the potential not only to keep children safe and out of trouble, but also to provide engaging environments that motivate and inspire learning outside the regular school day" (p. 2). She states that research shows that student participation in after-school activities helps them spend less time watching television, and more time on new skills and interests. It also improves school attendance and homework completion and leads to higher aspirations for the future. This research suggests that investing in successful after-school programs will yield extremely high returns on several levels.

Developing programs that offer high returns requires planning, commitment, and strong collaboration among all involved. While most researchers believe that promising models for after-school programs exist, it is still unclear which are the most effective (Fashola, 1998). Witt (2001) mentions several reports that identify elements essential for successful programs: "age-appropriate learning activities, a low student-staff ratio, qualified staff, linkages with the regular school program and with community organizations, safety, a wide range of both structured and unstructured activities, program evaluation, and parent involvement" (p. 43).

While there is a need for these multipurpose after-school programs, the Kentucky Extended School Services program focuses solely on helping struggling learners. The ESS program is intended to intervene as soon as problems arise, rather than waiting until students are at risk of failing. The sessions are purposeful and guided by structured curricula. ESS is not viewed as a stand-alone program but as an extension of the regular classroom program (Council of Chief State School Officers, 2000).

Two major challenges faced by both types of after-school programs are funding and qualified staff. To sustain funding, Larner, Zippiroli, and Behrman (1999) recommend that schools develop a model that incorporates affordable parent fees, private support and donations, and increased government funding. Balancing these sources is required to ensure that programs are accessible to all.

To maintain qualified staff, schools must invest in efforts that concentrate on the skills required for professional work with school-age children, such as training courses, degree programs, and an increase in compensation linked to improved qualifications (Larner, Zippiroli, & Behrman, 1999). Staff must commit to supporting both the goals of the program and the goals of the participating students.

Only within the past few years has research documenting the impact of after-school programs begun to accumulate. Trousdale (2000) reports that findings show slight improvement in students' GPA after one year of program implementation. Grossman et al. (2002) found that students who participate in after-school programs are more likely to stay of out trouble during out-of-school time. Although they did not find significant improvements in grades or test scores, they did find indicators of academic improvement such as student's effort, competency, pride in belonging to their school, and attentiveness. Parents also reported that their children who attend the programs try harder in school. Other child development and education studies suggest after-school participation is associated with better grades, peer relations, emotional adjustment, and peer resolution skills. Participating youth are involved in more learning opportunities, academic activities, and enrichment activities than those who do not participate (Noam, 2002).

With the No Child Left Behind Act we see a surge in funding for after-school programs. Miller (2001) states, "after school programs seem to be the latest silver bullet solution to social and educational challenges, but support will be short-lived unless programs meet expectations" (p. 5). Two streams of thinking are the multipurpose programs, such as California's After School Learning and Safe Neighborhoods, and more narrowly focused programs, such as Kentucky's Extended School Services. If after-school programs are to succeed, we must provide them with sustainable funding, qualified staff, and the models to become highly effective programs that create meaningful and rich environments to engage and teach children.

METHODS

The first task for this comprehensive evaluation was to convert all of the instruments used in the Nesselrodt and Schaffer pilot test (2000a, 2000b) to a machine-scannable format (excluding the interview protocols) and to make improvements based on lessons learned from the pilot test and suggestions from KDE staff. These instruments included six surveys (district coordinator, school coordinator, ESS teacher, non-ESS teacher, ESS student, and parent of ESS student); five interview protocols (district coordinator, school coordinator, ESS teacher, ESS student, and parent of ESS student); the Special Strategies Observation System (SSOS), which included three forms related to classroom observation, quality of instruction, and environmental resources of the classroom; and a school and program description form. AEL staff also selected and prepared in scannable format two other data collection instruments. First was the AEL Continuous School Improvement Questionnaire (AEL CSIQ), a 60-item self-report that measures the extent to which a school faculty is committed to continuous improvement. Second was the Innovation Component Configuration Map for Extended School Services (ICCM). This instrument was developed by the Kentucky Institute for Education Research (KIER) in the mid-1990s; AEL obtained permission from KIER to use the instrument in this evaluation. This first task was completed by August 2001 and all instruments were submitted to the AEL Institutional Review Board (IRB) for approval. A few minor changes were made in response to IRB suggestions and all instruments were approved for use in the evaluation.

Statewide Surveys

For a complete report on the instrumentation, data collection and analysis, and findings for the statewide coordinator surveys, see *Perceptions of Kentucky's Extended School Services Program by District and School Coordinators* (Cowley & Meehan, 2001). See Appendix C for a copy of each of the two statewide surveys.

Training Session for Site Visits

Planning for the training session began shortly after the contract was signed in August 2001 and continued until the session took place. An experienced data collector was identified to conduct the actual training. This consultant was hired in September and was especially instrumental in helping revise the SSOS instrument.

With the data collection instruments approved for use and a trainer on board, the next steps turned to designing the training session, developing the training manual, and hiring data collectors. The training session was designed as a three-day event to be held at AEL's headquarters in Charleston, West Virginia. Data collectors included six AEL staff, four experienced Kentucky educators/consultants, and two West Virginia consultants.

A training manual was developed for data collectors to use during and after the training session. This manual contained copies of each instrument to be used in the evaluation along with instructions for administration. It also included an agenda, a participant list, an overview of the ESS project and evaluation, sections for each of the major types of data collection, procedural information (random selection information, student consent forms, site visit procedures, materials checklist), a calendar for scheduling site visits, and an evaluation form for the training session. In addition to using the training notebook for reference while actually conducting site visits, an e-mail listserv was developed so that data collectors could interact quickly and easily with one another and with AEL evaluation staff during the evaluation project.

The training session took place on October 3-5, 2001. Twelve individuals completed the three-day training. On hand to welcome and greet the participants were the director of AEL's Regional Educational Laboratory and the director of Kentucky's Extended Learning Division. The bulk of the training time was devoted to the three instruments in the SSOS. Discussion of codes, practice with classroom videotapes, and instructions proceeded on schedule. One unique aspect of the training was the inclusion of actual paired practice observations conducted in classrooms at a nearby high school. After each live classroom observation during the second and third days of training, a debriefing session was conducted to discuss questions and concerns. The training also dealt with other instruments such as interviews and surveys. The AEL director of evaluation conducted the sessions on the ICCM and AEL CSIQ.

Several wrap-up activities were completed at the conclusion of the training session. One was an evaluative activity in which participants coded a criterion tape of classroom behavior previously selected by the trainer, who reviewed each completed SSOS and verified that all participants met or exceeded the established level of competency in terms of coding specifications. A second wrap-up activity was making tentative pairings of data collectors and schools, based on interests, schedules, and geographical proximity. The third and final wrap-up activity was the completion of an evaluation form by all participants.

When participants were asked to complete the evaluation forms, 11 individuals were on hand (one person had to leave early). The 14 items included a 1 to 5 response scale (*very dissatisfied* to *very satisfied*). As shown in Table 1, all 14 items had mean scores above 4.0, indicating a high level of satisfaction with the training content, process, facilities, and knowledge gained. The three items with the highest means were tied at 4.91 and included the resources/information gained for future use, the availability of needed equipment, and the training room accommodations; these three items also had the lowest standard deviation of 0.30. The lowest-rated item, with a mean of 4.22, was that the training session had stimulated the participants to change their current work behaviors. However, that particular item also had the largest standard deviation of 1.30, indicating a wide range of participant responses. Participants responded to four open-ended items. In the first, they indicated they liked the wonderful "risk-free" environment, the classroom observation practice, and the trainer's knowledge and style. In the second, they indicated they learned how to use the forms, especially the SSOS. One respondent noted, "A completely new way of looking at classrooms as well as an important 'piece' of the reform movement with which I have not been involved"; another said, "How to incorporate all observation instruments into a cohesive whole." In the third item, participants suggested receiving the manual prior to the training and more practice with classroom

observations. In the fourth item, participants noted they needed time to think about and absorb the manual contents before asking for clarification on specific items.

Table 1: Descriptive Statistics from the
Data Collectors Training Session Evaluation Form

Items	N	Mean	Std. Dev.
1a: Amount of information	11	4.82	0.60
1b: Comprehensiveness of information	11	4.73	0.90
1c: Usefulness of information	11	4.82	0.60
1d: Technical quality of information	11	4.55	0.69
1e: Potential to improve my work practice	10	4.70	0.48
2a: Presentation style	11	4.82	0.60
2b: Presentation efficiency	11	4.45	1.21
3a: Equipment availability	11	4.91	0.30
3b: Room accommodations	11	4.91	0.30
4: Provided me with information that I can access for future use	11	4.91	0.30
5: Increased my knowledge relative to the topic presented	11	4.82	0.40
6: Increased my skills relative to the topic presented	11	4.73	0.47
7: Provided me with knowledge and/or skills to incorporate into my work	11	4.82	0.40
8: Stimulated me to change my work behavior to include new knowl./skills	9	4.22	1.30
1: I liked:	The risk-free environment; the classroom observations; and the trainer's knowledge, teaching style, experience, and enthusiasm.		
2: I learned:	New way of coding classrooms, how to use the various forms, especially the SSOS.		
3: Suggested improvements:	Receive material before workshop, more time to practice, more classroom observations, more explanation of instruments.		
4: Still need clarification on:	Need to think about all the information and practice more.		

AEL CSIQ Administration

Instrumentation. The AEL Continuous School Improvement Questionnaire (AEL CSIQ) is a 60-item instrument that measures the extent to which a school's faculty members are committed to continuous improvement. The 60 items are each rated on a Likert-type scale of 1 to 6 (*not present* to *present to a high degree*). These items comprise six scales: (1) learning culture, (2) school/family/community connections, (3) shared leadership, (4) shared goals for learning, (5) purposeful student assessment, and (6) effective teaching. This instrument was used to discern the connection between faculty members' commitment to continuous improvement and implementation of their ESS programs. See Appendix D for a copy of this form.

Data collection. After the training session was conducted, attention was given to administering the AEL CSIQ to faculty members of the 48 schools in the sample pool. During the second week of October, AEL staff drafted a letter for the Kentucky Commissioner of Education's signature, soliciting cooperation from the 48 schools in this step of the evaluation. KDE staff returned the signed letter, printed 50 copies on letterhead, and mailed them to AEL. AEL staff then assembled kits containing the cover letter, the instruments, and a postage-paid return envelope; these kits were mailed on October 15. Schools continued to submit completed forms through the end of December. AEL staff called all non-responding schools and spoke with the principal or school coordinator to solicit information regarding the status of the instrument completion. Several schools requested replacement kits, which were prepared and mailed. In late January, KDE staff contacted the few remaining schools. By the end of February, 47 of the 48 schools had returned completed forms, for a return rate of 98%.

Data analysis. AEL staff scanned the surveys using Remark optical scanning software, cleaned the data files, and exported them to a standard software program (Statistical Package for the Social Sciences, now known as SPSS) for statistical analyses. Analysis was conducted at the scale level, and appropriate descriptive statistics were generated, i.e., means and standard deviations. Analyses were generated for each individual school and for aggregated building-level profiles for elementary, middle, and high schools.

AEL staff designed a one-page summary report for each school's results, which included descriptions of the six scales and a chart displaying the school's results as compared to the composite scores for all sample schools at the same building level (i.e., elementary, middle, high). On March 22, 2002, AEL staff mailed these summaries to the schools, along with a cover letter thanking staff for their cooperation.

AEL CSIQ data were also analyzed to determine whether significant differences existed by ESS implementation patterns. Descriptive statistics and one-way Analysis of Variance (ANOVAs) were utilized at the scale level for this analysis.*

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*Random sampling was not utilized in this evaluation, given the original sample pool of 48 schools provided by KDE. Therefore the assumption for the use of ANOVAs and *t* tests does not apply in a classical sense. However, they are informative for comparing within-group variance to between-group variance for some of the measures used in this evaluation.

Validity and reliability. *The validity of this instrument was established in prior research* conducted by AEL (Meehan, Cowley, Craig, Balow, & Childers, 2002). As a measure of the internal consistency reliability of the instrument for this administration, Cronbach Alpha values were computed for the 10 items within each of the six scales, as well as for all of the items in the instrument. For this set of scores, values ranged from .89 for the learning culture scale to .94 for effective teaching; the overall value for all items was .98.

Site Visits

Following the October training, data collectors were paired and teams were assigned to specific schools to conduct the site visits, which were usually two to three days in length. To begin the process, AEL staff drafted another letter for the Commissioner's signature, announcing to the 18 schools (6 elementary, 6 middle, and 6 high schools) that they had been selected. KDE staff mailed the letters on October 26, 2001, and data collectors began contacting schools to schedule their site visits. As expected, some juggling occurred before teams had final schedules; the e-mail listserv was extremely useful in finalizing plans. By the second week of November, all of the visits were scheduled for completion by the end of February 2002; most data collection teams were scheduled for three site visits. Of the original 18 schools selected for the fall/winter site visits, one was eventually replaced with a preselected alternate due to a scheduling conflict.

In March 2002, AEL staff sent KDE staff an e-mail message to start the process of selecting six schools for the summer visits. On April 25, a conference call involving AEL and KDE staff was held to select the schools and two alternates. The decision was made to revisit 6 of the original 18 schools (2 elementary, 1 middle, and 3 high schools) for the summer 2002 site visits. Such a strategy would provide data from the schools' regular after-school ESS program and their summer programs. KDE staff contacted an administrator at each school and secured their participation.

Data collectors were contacted and began scheduling summer site visits. All six visits were conducted during June 2002. In terms of methodology, the only differences in the summer site visits were the exclusion of the non-ESS teacher survey, the decision not to re-interview the district administrator, an increase in the targeted number of parent and student interviews, and an increase in the number of ESS students observed. As well, a few of the interview questions for parents, students, ESS teachers, and school coordinators were eliminated because they were not relevant to the summer programs.

For all site visits, teams worked with the ESS school coordinators to finalize plans for the site visits and to implement all data collection activities. Given their proximity to their schools, the four Kentucky data collectors made half-day visits prior to the site visits to meet the coordinators, review the site visit processes, and request school materials. West Virginia teams relied on telephone and e-mail to schedule and make final arrangements. Teams gathered pertinent information from each school regarding the number of surveys and student consent forms needed, and AEL staff prepared and mailed packets.

At the conclusion of each site visit, data collectors returned materials. Each school was logged in and checked for completeness. Data collectors were notified of any missing materials; completed materials were filed and stored by school. All signed consent forms were sent to AEL's Administrative Services Office for archival purposes. Interview notes were submitted to AEL support staff for typing before qualitative analysis began.

The following sections describe the instrumentation, data collection, data analysis, and reliability information for each of the four major techniques utilized during the site visits: surveys, interview protocols, classroom observations, and other instruments.

Surveys

Instrumentation. Four survey instruments were developed, tested, and utilized in the ESS pilot test and employed during the site visits of this evaluation. The four target groups included ESS teachers, non-ESS teachers, ESS students, and parents of ESS students. Each survey is briefly described below. See Appendix E for a copy of each survey.

- *ESS teacher:* This survey contained 24 questions on a folded 11" x 17" sheet. The initial 18 items were selected-response and focused on demographics, attributes of the ESS program, recruitment procedures, teacher hiring and staff development, communication strategies, major outcomes, forces that help or hinder implementation, and overall effectiveness of the program. Six open-ended items asked for information related to strengths, weaknesses, and recommendations for improvements. This survey was administered at school to the full population of ESS teachers.

- *Non-ESS teacher:* This survey contained 19 questions on a folded 11" x 17" sheet: 13 selected-response and 6 open-ended items, all similar to those on the ESS teacher survey. This survey was administered at school to the full population of teachers not engaged in the ESS program.

- *Parent of ESS student:* This survey contained 11 questions on a 8 ½" x 11" sheet. The initial 7 items were selected-response and focused on their children's performance in ESS. Four open-ended items focused on best features or problems of the program and an explanation of why their children would or would not participate the following year. This survey was administered to parents of all students participating in the ESS program who had returned a signed parental consent form. One copy of the survey was sent home with the student and was completed by one parent individually or by both collaboratively.

- *ESS student:* This survey contained 16 questions on one 8 ½" x 11" sheet. Thirteen of the items were selected-response and focused on demographics, subjects studied in ESS, and a series of questions about academic behaviors and attitudes with which students agreed or disagreed. Three open-ended items focused on what students liked best about the ESS program and what changes should be made to the program. This survey was administered at school to all students participating in the ESS program who had returned a signed parental consent form authorizing their participation in evaluation activities.

Data collection. During each site visit, the data collectors worked with the school coordinator to administer the four surveys. Surveys were generally distributed during the first day of the visit, and returned by the last day. In some cases, school coordinators offered to forward to AEL any surveys returned after the site visit; however, no other surveys were ever received by AEL staff. As noted earlier, there was wide variance among the participation rate of students, due to the fluctuating percentages of signed consent forms. Further, there was a marked lack of compliance among the non-ESS teachers in completing and returning their surveys. Given the above situations, along with the fluidity inherent in the ESS program, return rate percentages were not calculated for survey respondents. However, returns were deemed satisfactory for ESS teachers and ESS students; less satisfactory were responses from non-ESS teachers and parents of ESS students.

Data analyses. After all of the fall/winter site visits were completed, AEL staff designed data entry templates using Remark optical scanning software. Surveys were scanned and then exported to SPSS for statistical analysis, including descriptive statistics. Although open-ended comments were originally scanned into the data files, this produced fairly unreadable pictures of the comments. Therefore, these comments were typed into the SPSS data files. Summer site visit data were scanned as they became available. Individual school files were merged into one master file by type of survey before analyses began. A breakdown of the number of surveys completed during the fall/winter and summer site visits is provided in Table 2.

Table 2: Number of Site Visit Evaluation Survey Respondents by Role Group

Group	Fall/Winter 2001-02	Summer 2002	Totals
ESS teachers	175	50	225
Non-ESS teachers	297	NA	297
ESS students	775	445	1,220
Parents of ESS students	360	216	576
Totals	1,607	711	2,318

Validity and reliability. These surveys were developed, tested, and utilized in the pilot test by Nesselrodt and Schaffer (2000a, 2000b). Prior to their use in this evaluation, AEL and KDE staff made final revisions to all four surveys and converted them to a scannable format. Thus, these instruments possess face and content validity and have proven their utility in a prior administration. To assess the degree of internal consistency reliability, Cronbach alpha coefficients were computed for this administration of the selected-response items on the four surveys, excluding demographic-type items and, for the parent survey, one particular multiple-response item. This administration of the ESS teacher survey resulted in a coefficient of .60; the non-ESS teacher survey, a .53; the parent survey, a .53; and the student survey, a .70. While some of these coefficients are lower than desired, when balanced with the need for face validity they do verify that the survey items, in general, relate to and contribute to the same construct.

Interview Protocols

Instrumentation. Five interview protocols were developed, tested, and utilized in the pilot test and employed in this evaluation. These protocols provided the means to secure detailed, in-depth information about the topics covered in the surveys and yielded rich data regarding topics of interest. The five target groups included district administrators (coordinators), school administrators (coordinators), ESS teachers, ESS students, and parents of ESS students. Each protocol is briefly described below. See Appendix F for a copy of each interview protocol.

- *District and school coordinators:* These protocols each contained 20 questions and focused on aspects such as the history of ESS programs in the district/school; a description of the services provided under the current program; how students are identified and referred to the program; recruitment and staff development for administrators and teachers; communication among teaching staff, students, and parents; processes for setting goals and monitoring student progress; and assessment and exit procedures. Both coordinators were interviewed during the fall/winter site visits; only the school coordinator was interviewed during the summer site visits.

- *ESS teacher:* This protocol contained 16 questions and focused on aspects such as a description of the current ESS program, recruitment and staff development practices, communications with students and parents, curriculum and methodologies used in regular and ESS classrooms, and major strengths and weaknesses of the current ESS program. For the fall/winter visits, four ESS teacher interviews were planned; for the summer visits, five interviews were to be completed.

- *Parent of ESS student:* This protocol contained 11 questions and focused on perceived effectiveness of the program, areas of potential change, and perceived growth or success of their children. Two parent interviews were planned for the fall/winter visits and three for the summer visits.

- *ESS student:* This protocol contained 6 main questions, with multiple sub-items within 4 of the main questions and focused on perceived effectiveness of the program, areas of potential change, and perceived growth or success. Four student interviews were planned for the fall/winter visits and six for the summer visits.

Data collection. During each site visit, arrangements were made to interview the district coordinator at either the district office or the school. With the exception of parents, all interviews were conducted during the school day. With the exception of students, all interviews were conducted on an individual basis. For the student interviews, it was decided that younger students might feel more comfortable and willing to express their views in the company of a peer; therefore, elementary and middle-level students were interviewed in pairs. Extensive interview notes were taken, which were later transcribed for analysis purposes. Students, parents, and teachers were randomly selected for interviewing. For students, a random selection was made using the signed parental consent forms received by the school coordinator. In practice, this return step worked less than perfectly, with varying return rates across sites of the

signed consent forms, which led to limited student names for random sampling. Parents were randomly selected from the pool of students to be interviewed. For teachers (where there were more than the desired number), a random selection was made from a listing of names.

Data analyses. By the end of the summer site visits, all interviews had been completed. A breakdown of the number of interviews completed during the fall/winter and summer site visits is provided in Table 3.

Table 3: Number of Site Visit Evaluation Interview Participants by Role Group

Group	Fall/Winter 2001-02	Summer 2002	Totals
District coordinators	15*	0	15
School coordinators	17**	6	23
ESS teachers	72	26	98
ESS students	74	35	109
Parents of ESS students	36	13	49
Totals	214	80	294

*Three of the district coordinators had two schools within the 18 schools selected for site visits.
**One of the school coordinators was unavailable due to an injury suffered the day before the site visit.

An AEL staff member analyzed all the fall/winter interview responses that directly related to the five main evaluation questions for each of the five groups of interviewees. A first reading of the responses led to a rough cut of similar answers among respondents. A second reading discovered emerging themes. Tables were drafted for each interview question to display the response percentages in each category, the category names, and a sample of representative responses. These tables were later updated to include responses generated during the summer interviews.

Validity and reliability. These protocols were developed, tested, and utilized in the pilot test by Nesselrodt and Schaffer (2000a, 2000b). Prior to their use in this evaluation, AEL and KDE staff made final revisions to all five protocols. Thus, these protocols possess face and content validity and have proven their utility in a prior administration. For reliability, interviewers' use of protocols at the training session and during the site visits established a satisfactory level of agreement.

Classroom Observation Forms

Instrumentation. For the collection of regular classroom and ESS session data, three collection instruments were selected and employed in the pilot test and used in this evaluation. All three were developed and employed in prior research and evaluation studies, refined by AEL and KDE staff, and converted to a scannable format. The three instruments comprise the Special Strategies Observation System (SSOS), which is designed for use in a variety of settings to

systematically collect data on essential elements of classroom behavior related to instruction, management, and context. The SSOS is a viable instrument for school effectiveness research due to its strong grounding in the current literature on effective teaching and its utilization of a variety of methodologies. This combination of instruments generates low-, moderate-, and high-inference data; this triangulation of data sources further documents the veracity of the data collected. Each instrument that makes up the SSOS is described below. See Appendix G for a copy of the SSOS form.

- *Classroom observation (also called SSOS):* The SSOS is a combination observation system that is best described as a category system, with both low and high inference items, and includes multiple coding procedures (Nesselrodt & Schaffer, 1993; Sullivan & Meehan, 1983). It is based on the Classroom Activity Record designed by Everston and Burry (1989) and the Stallings Observation System (Stallings, 1980). The top page of the SSOS collects typical demographic information, such as the school, observer, date, number of adults and students in class, subject being observed, and type of class (ESS or regular). The observations occur over 56 minutes, during which the observer switches between coding the entire classroom and focusing on a single student previously selected. Each of seven pages corresponds to eight minutes of class time. The first minute per page looks at student engagement (i.e., the number of students on task, off task, out of the room, or waiting) and grouping strategies (i.e., whether clustered in teacher, aide, or student groups and type of involvement, such as working alone, management, interaction, or socialization). The remaining seven minutes per page focus specifically on the target student, and include coding one of 27 discrete activities for each minute.

  Analyses of the completed SSOS forms produce a wide variety of important information regarding the instructional activities used by the teachers, their duration, and the amount of on- and off-task behaviors of the students in the classroom. Data collectors worked with the school coordinator to identify three students for these observations: one who was performing better than expected in the ESS program, one performing as expected, and one performing at a lower level than expected. Procedures were implemented so that neither the students nor teachers knew which student was being individually observed; this was managed either by using student photographs or unobtrusively pointing out specific students in the hallways or classrooms. The goal was to observe these target students during an ESS session, a language arts class, a mathematics class, and the subject for which they were referred to ESS (if other than language arts or mathematics).

- *QAIT assessment of classroom:* This instrument is best described as a high-inference, simple coding, rating device. QAIT stands for Quality of Instruction, Appropriate Level of Instruction, Incentive, and Use of Time. Fitting on one 8 ½" x 11" sheet, it contains 40 items grouped under the four major categories. Each item uses a Likert-type rating scale of 1 to 5 (*unlike this class* to *like this class*). This instrument was to be completed at the end of each observation session.

- *Environmental resources:* The Classroom Environment and Resources (CER) checklist is a low-inference, simple coding, sign system. Printed on the front of one 8 ½" x 11" sheet, it contains 12 classroom attributes that are coded either as present or not present,

such as adequate lighting, use of multi-racial materials, posted assignments, etc. Next, 18 classroom resource items, such as textbooks, computers, and worksheets are listed; observers indicate whether such resources are visible or not. If they are, observers indicate whether they are used during the observation. This instrument was to be completed at the end of each observation session.

Data collection. Data collectors utilized these forms during the school site visits. The classroom observation segments were completed during the observation; QAIT and CER forms were completed as soon after the observation as feasible, given that scheduling sometimes required one observation to immediately follow another. Given the target of observing three students in at least three (possibly four) classrooms, the total number of expected completed SSOS forms per school could range from 9 to 12. Only ESS observations were completed during the summer visits, as regular school was not in session.

Data analyses. After the fall/winter site visits were completed, AEL staff designed data entry templates using Remark scanning software. SSOS data were scanned by school; data files were then cleaned and exported to SPSS for statistical analyses. Although pretesting of the forms had been conducted prior to their use during the visits, problems were encountered in scanning the classroom observation segment of the SSOS. To ensure data validity, these data were entered by hand directly into SPSS. School files were merged into one master file before analyses began. A total of 193 student observations were completed during the fall/winter school visits and 20 were completed during the summer visits for a grand total of 213 observations.

Classroom observation data were averaged across the number of eight-minute intervals per each observation. Percentages of time for the classroom snapshots and target student activities were calculated for both the regular classroom and ESS sessions. Data were analyzed using the 27 individual categories and by grouping these into four main categories: teacher-led, student-led, management/organization, and off-task. Student engagement data and time spent by the target student in the four main instructional categories were also analyzed by ESS implementation patterns.

QAIT data were analyzed by creating four main subscales composed of the 40 individual items. Descriptive statistics were used to describe results for both regular classrooms and ESS sessions. Further, independent *t* tests were conducted to determine if a statistically significant difference existed between the two types of classes for each of four categories: quality of instruction, appropriate level of instruction, incentive, and use of time.

CER data were analyzed by calculating frequency percentages showing whether the classroom attributes were present in the regular classroom and ESS sessions. As well, frequency percentages were calculated to show whether various classroom resources were visible and used during the observations.

Validity and reliability. These instruments were tested and utilized in the pilot test by Nesselrodt and Schaffer (2000a, 2000b). Prior to their use in this evaluation, AEL and KDE staff made final revisions to all three instruments and converted them to a scannable format.

Thus, these instruments possess face and content validity and have proven their utility in prior research. A high degree of inter-rater reliability was achieved among the data collectors, given that every participant passed at or above the 85% criterion of the SSOS coding assessment held at the conclusion of the training session. To assess the degree of internal consistency reliability, Cronbach alpha coefficients were computed for this administration of the SSOS and QAIT instruments, excluding demographic-type items; this procedure was not appropriate for the CER instrument, given its lack of variance in response options of either selected or not selected. For the SSOS instrument, this administration of the grouping strategy items resulted in a coefficient of .54; for the student engagement items, a .82. For the QAIT instrument, this administration of all items resulted in a coefficient of .94; by subscale, the coefficients were .91 for quality of instruction, .74 for appropriate level of instruction, .88 for incentives, and .80 for use of time.

Other Instruments

Instrumentation. Two other forms were utilized during the site visits. The School and Program Description Form was used in the pilot test and then refined by KDE and AEL staff for use in this evaluation. The form is machine scannable and fits on one sheet of 8 ½" x 11" paper. It contains 15 items, 13 of which are demographic in nature, i.e., school characteristics, student enrollment, number of students and teachers involved in the ESS program, hours of operation, etc. The two open-ended items ask for a description of the major components of the ESS program and any unique characteristics of the school or community. See Appendix H for a copy of this form.

The Innovation Component Configuration Map for Extended School Services (ICCM) was developed by the Kentucky Institute for Education Research (KIER, n.d.) in the mid-1990s. The ICCM is based on the Concerns-Based Adoption Model (CBAM) originated and developed by Gene Hall, Shirley Hord, and others (Hall & Hord, 1987; Hord, Rutherford, Huling-Austin, & Hall, 1987). Basically, the ICCM is a map depicting the 15 major components of the ESS program in the three broad areas of student eligibility, school level program design, and district-wide ESS program planning. For each major component, there are three or four possible implementation variations (coded as 1 to 3 or 4, as appropriate), which were summed to create a total implementation score. The appropriate implementation levels for each component are determined through an analysis of all relevant data gathered during the site visit. When completed, a picture of the ESS component configurations was established based on the implementation scores. When the ICCMs for all the site visits were completed, then a study of their various patterns of implementation was conducted; patterns were then used in conjunction with other variables to determine whether statistically significant differences occurred among the identified implementation patterns. See Appendix I for a copy of this instrument.

Data collection. The School and Program Description Forms were to be completed and gathered during each of the 24 site visits. However, only 22 of these forms were returned to AEL for analysis. An ICCM form was completed by the data collectors for each school site visit and returned to AEL.

Data analyses. A data entry template was developed for each instrument using Remark scanning software. After the instruments were scanned, the files were cleaned and then exported to SPSS for analysis. Descriptive statistics were generated for the School and Program Description Form items; the two open-ended items were qualitatively analyzed by common themes. Descriptive statistics were generated for the 15 ESS components on the ICCM. Further, AEL staff met to visually examine the school ICCMs to detect patterns of implementation. Based on this discussion, the only patterns emerging were based on the summed score for each school, which could range from 15 to 47 (the greater the score, the greater the degree of implementation). These patterns were used to correlate with a number of other school-level variables, including proficiency and accountability levels, attendance and retention rates, number of parent volunteer hours, average years of teaching experience, expenditures per student, and number of drug/weapon/assault incidents. These patterns were also used to determine statistically significant differences for student engagement and instructional activity categories from the SSOS, selected key items from ESS coordinator and teacher surveys, and the AEL CSIQ scales.

Validity and reliability. The School and Program Description Form was developed, tested, and utilized in the pilot test by Nesselrodt and Schaffer (2000a, 2000b). Prior to its use for this evaluation, AEL and KDE staff made revisions and converted it to a scannable format. The ICCM is based on solid research endeavors such as the Concerns-Based Adoption Model. Thus, these instruments possess face and content validity and have proven their utility in a prior administration. To assess the degree of internal consistency reliability, Cronbach alpha coefficients were computed for this administration of the ICCM; this procedure was not appropriate for the School and Program Description Form, given its strictly descriptive nature. This administration of all items in the ICCM instrument resulted in a coefficient of .82; by the three broad areas, the coefficients were .78 for student eligibility, .74 for school-level program design, and .44 for district-wide ESS program planning.

FINDINGS

Findings are presented in two distinct sections. The first section presents comprehensive summaries of the individual data collection instruments so that all data are available for interpretation and use. Findings from the statewide ESS district and school coordinator surveys were presented earlier in a separate report (see Cowley & Meehan, 2001). The second section presents comprehensive summaries of data points that are directly aligned with the five broad evaluation topics and their related subquestions.

Findings by Instrument

AEL CSIQ

The AEL Continuous School Improvement Questionnaire (AEL CSIQ) was administered to the 48 schools in the full sample. This 60-item instrument measures a faculty's commitment to continuous improvement. Completed surveys were received from faculty members at 47 of the 48 schools, for a return rate of 98%.

Each of the six scales contains 10 items, which respondents rated using a scale of 1 to 6 (*not present* to *present to a high degree*). These ratings were added together to form the scale scores, each of which has a possible range of 10 (1 x 10 items) to 60 (6 x 10 items). The names and definitions for the six scales are provided below.

- *Learning Culture:* This scale reflects how well the culture of the school encourages learning by all—students, staff, and administration. It reflects the extent to which the school emphasizes learning rather than passive compliance, is a safe but exciting place to be, and encourages curiosity and exploration. It indicates the extent to which teachers have opportunities and encouragement to reflect on practice, work with others, and try new ways of teaching.

- *School/Family/Community Connections:* This scale reflects the degree to which staff perceive that parents and community members are involved in and feel part of the school. This includes such activities as informing parents and community, forming meaningful partnerships, maintaining open communication, and honoring and respecting diverse points of view.

- *Shared Leadership:* This scale reflects the extent to which staff view leadership as being shared—whether school administrators dominate decision making or there are mechanisms for involving teachers, students, and parents. It measures opportunities for leadership development and the extent of open, two-way communication.

- *Shared Goals for Learning:* This scale assesses the extent to which the school has clear, focused goals that are understood by all members of the school community. In addition, it reflects whether shared goals affect what is taught and how teachers teach, drive decisions about resources, focus on results for students, and are developed and "owned" by many rather than a few.

- *Purposeful Student Assessment:* This scale reflects the extent to which respondents view student assessment data as meaningful; use data to guide instructional decisions; and believe data are communicated to the greater school community, including teachers, parents, students, and the general community.

- *Effective Teaching:* This scale measures the extent to which teacher practice aligns with research on effective teaching. It assesses whether teachers actively engage students in a variety of learning tasks, pose questions that encourage reflection and higher-order thinking, expect students to think critically, and use teaching strategies designed to motivate students.

Table 4 provides descriptive statistical summaries for the six scales for the total group and by building level. Because data were aggregated to the school level, all elementary scores were based on 23 schools, all middle school scores were based on 12 schools, and all high school scores were based on 12 schools. In general, elementary schools had higher mean scores and larger standard deviations, indicating greater dispersion within those scores than both the middle and high schools. Also, high schools had higher mean scores than the middle schools for five of the six scales.

Figure 3 shows the mean scores for the schools within each of the three main building levels (elementary, middle, and high). Overall, the elementary school level had the highest mean scores for five of the six scales (the sixth was Shared Leadership, where the high school level had the highest mean). The middle school level had the lowest mean scores for five of the six scales (the high school level had the lowest mean for Purposeful Student Assessment). The scale with the highest means across the three building levels was Shared Goals, followed closely by Purposeful Student Assessment and Effective Teaching.

Data were also compared for the full group and at each building level by looking at the median split (50^{th} percentile) for the six scales. Table 5 provides the median scores for the total group and the elementary, middle, and high school building levels. At the full group level, 14 of the 47 schools (30%) scored above all six median scale scores and 13 (28%) scored below all median scores. The median scores for the elementary schools were higher for each of the six scales, while scores for the middle and high schools were mixed. For the elementary schools, 6 of the 23 schools (26%) scored above all six median scale scores and 8 (35%) scored below all median scores. The middle school scores were more equitably distributed, i.e., 4 of the 12 schools (33%) scored above all six median scores and 4 (33%) scored below all median scores. For the high schools, 2 of the 12 schools (17%) scored above all six median scale scores and 4 (33%) scored below all median scores.

Table 4: AEL CSIQ Scale Descriptive Statistics
for the Total Group and by Building Level

Scale Name	Level	Mean	Standard Deviation
Learning Culture	Elementary	49.61	3.54
	Middle	47.26	2.43
	High	48.10	2.45
	Total	48.63	3.14
School/Family/Community Connections	Elementary	47.98	4.82
	Middle	44.38	3.60
	High	46.81	3.70
	Total	46.76	4.44
Shared Leadership	Elementary	48.44	5.74
	Middle	47.36	3.59
	High	48.61	2.86
	Total	48.21	4.59
Shared Goals for Learning	Elementary	50.98	4.03
	Middle	48.53	2.93
	High	48.57	2.48
	Total	49.74	3.58
Purposeful Student Assessment	Elementary	50.97	3.47
	Middle	48.76	2.37
	High	47.86	2.83
	Total	49.61	3.30
Effective Teaching	Elementary	51.01	3.02
	Middle	48.42	2.52
	High	49.21	2.43
	Total	49.89	2.93

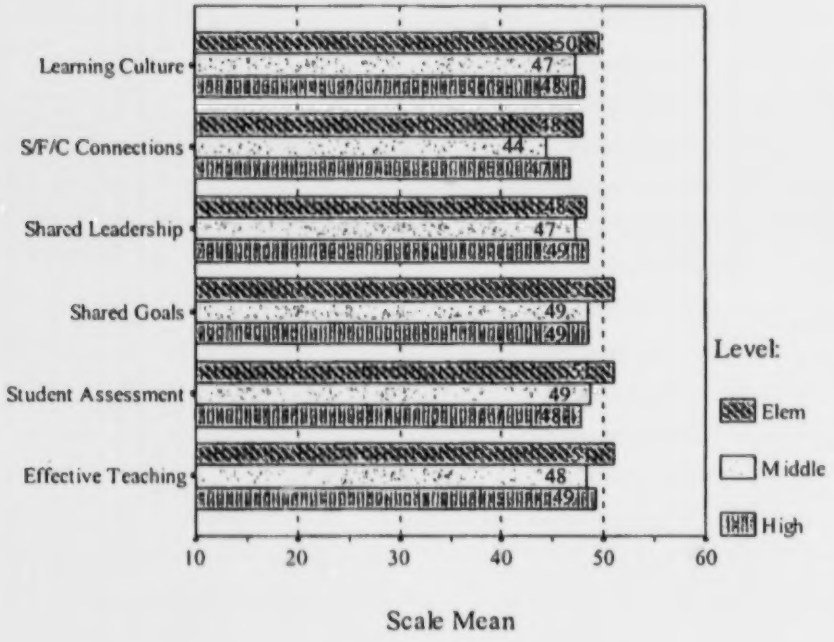

Figure 3: AEL CSIQ Scale Mean Scores by Building Level

Table 5: AEL CSIQ Scale Median Scores for the Total Group and by Building Level

Scale Name	Elementary	Middle	High	Full Group
Learning Culture	49.52	47.05	48.67	49.00
School/Family/Community Connections	49.04	43.68	47.47	46.89
Shared Leadership	50.00	47.71	48.63	49.13
Shared Goals for Learning	51.40	49.27	48.80	50.06
Purposeful Student Assessment	51.44	48.71	47.83	49.68
Effective Teaching	51.17	48.10	49.60	49.93

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ESS Student Questionnaire

A total of 1,220 students participating in ESS in 24 selected sites responded to this survey. Eighteen site visits took place in the fall of 2001 and winter of 2002 and 6 visits took place in the summer of 2002. Due to missing data (skipped items), the number of respondents varied from item to item and was not reported; however, item completion in general ranged from 1,134 to 1,220.

When asked their school grade, 48% of ESS students responded that they were in high school (9th through 12th), 25% were in middle school (6th through 8th), and 28% were in elementary school (1st through 5th). The next item related to gender, and 52% of ESS students responded that they were male.

Students then answered a series of items relating to their experiences with school and the ESS program by agreeing or disagreeing with the statements. Two thirds of ESS students (67%) agreed that they like school. When asked if they were a better student this year, 78% answered affirmatively. When asked if they attended school more often this year, 81% agreed. Eighty-six percent of ESS students said they asked for help in school when they needed it. When asked if they pay attention to their teachers, 87% agreed. Eighty-five percent of ESS students reported that their parent(s) asked them about school.

When asked if they attended ESS this year, only 91% of the students agreed with the statement. Nine percent disagreed, indicating they did not understand the question or they did not know ESS was the extended school program name. Eighty-five percent of the students indicated the ESS program was helping them this year. Students were then asked if their ESS teacher lets them know how well they were doing; 75% agreed with this statement. Eighty-six percent of ESS students reported that they asked for help in ESS when they needed it.

When asked what subjects they were working on in the ESS program, students could select any or all of the response options. Forty-eight percent indicated mathematics, 35% English, 32% reading, 24% other, 20% social studies, and 17% science.

When asked what they liked best about the ESS program, 1,153 students (95%) responded with multiple comments. Almost one third (30%) of the comments were related to tutoring. One student replied, "I get the help that I need and I understand my work better." Other comments were related to the extended time for homework (14%), making learning fun (12%), make-up work (9%), and individual instruction (9%).

Finally, students were asked what would make ESS better; 1,055 (86%) students responded with multiple comments. Almost a fourth (19%) of the comments related to ESS scheduling. "More days per week and [make it] longer," commented one student. Seventeen percent of students thought the program was good or nothing would make it better. Other comments were related to more games/fun activities (12%), more subjects offered (12%), and snacks (10%).

ESS Parent Questionnaire

A total of 576 parents completed and returned the ESS Parent Questionnaire distributed in the fall semester of 2001 and the summer of 2002. Due to missing data (skipped items), the number of respondents varies from item to item and is not reported; however, item completion in general ranged from 531 to 576. Respondents were asked to identify the grade in which their ESS children were currently enrolled. Nearly a third (32%) reported that their children were enrolled in the elementary grades. Almost another third (30%) indicated that their children were in the middle or junior high school grades (5th grade through 8th grade), and more than a third (38%) that their children were in high school.

Asked to identify all the individuals who had decided that their children should attend ESS activities, half (53%) indicated that their children's teacher had, approximately a third (32%) that their children had, and somewhat more than a quarter (29%) that they (the responding parent) had.

Most respondents (78%) reported that their children's academic performance in school had become better or much better since their participation in ESS. A substantial percent (21%), however, indicated that their children's performance had not changed, and 1% reported that it had worsened.

Parents were asked to select from a list of options all those that described what their children had gained from ESS participation. More than half (58%) indicated that their children had acquired an improved understanding of the academic subject for which they had been referred to ESS. More than a third reported that their children were more confident (38%) or were passing the subject for which they had been referred (36%) as a result of ESS participation. According to 22% of respondents, ESS participation helped their children complete a grade successfully. Fewer reported that their children got along better at home (11%). Of those parents whose children were in a high school ESS session, 23% said that ESS will help their children graduate from high school.

Asked how often they were notified of their children's performance in ESS, a third (34%) of the parents replied that they were updated "once in a while." Nearly another third (30%) reported that they were never notified. Seventeen percent were notified weekly, 12% monthly, and 7% daily.

About a third (37%) of respondents indicated they were consulted about their children's goals in the ESS program as needed throughout the school year. However, another third (32%) reported that they were never consulted. According to 19%, consultations about their children's goals took place regularly throughout the year, and 12% indicated consultation had taken place only prior to the beginning of the school year.

More than three fourths (81%) of responding parents reported that they understood the ESS program somewhat to fully; 15% reported that they understood it a little, and 4% indicated that they did not understand the program at all.

Parents were asked three open-ended questions on the survey. When asked to describe the best features of the ESS program, 461 of the 576 respondents replied, many with multiple comments. Nearly a fourth (21%) of the comments referred to the additional academic support ESS offered students. Fifteen percent noted that, due to ESS participation, students gained a more complete understanding of academic subjects. Fourteen percent of the comments indicated that one-on-one instruction is the best feature of ESS, followed by improved academic achievement of students (11%), and ESS allows students time to complete their homework, review content, or make up missed tests or other work (10%). Other important features included the flexible scheduling of ESS, the dedicated teachers, the provision of transportation to participating students, and the fact that ESS is free of charge.

Of the 576 responding parents, 434 replied when asked to describe any problems with the ESS program. Nearly two thirds (64%) reported that there were no problems with the ESS program. On the other hand, 9% wrote that the lack of communication between ESS staff and families was a significant problem. As one parent put it, "I never hear how [my child] is doing." Five percent each noted that ESS classes are not offered often enough and that ESS classes were not rigorous or focused enough. Said one parent, "They need to stop playing outside . . . . My child doesn't need help with playing." Other problems with the program that parents described included a lack of transportation for children attending ESS, insufficient numbers of teachers to support individualized instruction, and a limited number of subjects offered through ESS.

Finally, parents of ESS students were asked whether their children would continue in ESS the following year, and for what reasons. Of the 512 parents who replied, half (51%) reported that their children would continue to attend. Slightly more than a third (34%) were uncertain, 8% reported that their children would not attend, and 7% replied that the question was not applicable to their children's situation.

Of those parents who reported that their children would continue to attend ESS, and who provided an explanation for their answer (n = 257), more than a third (36%) reported this to be the case because ESS had been helpful thus far. "It is very helpful for these children that have a hard time," wrote one such parent. Sixteen percent replied that their children would return to ESS because the program has enhanced their children's academic performance. And for 12%, re-enrollment in ESS was warranted because their student continued to require additional assistance. Other reasons for re-enrollment included opportunities to keep abreast of academic work, the increased confidence students reportedly gain, and opportunities for individualized instruction.

Overwhelmingly, most (73%) of those parents who reported that their children might or might not continue to attend ESS, and who provided an explanation for their reply (n = 162), wrote that their decision was contingent on whether their children appeared to need the additional help offered through the program. Nine percent wrote that they just were not certain about re-enrollment, and 7% reported that the decision was left up to their children.

More than half (58%) of parents who replied that their children would not continue in ESS, and who offered an explanation of their reply, said this was the case because their children would not need assistance. As one such parent said it, "We believe she is up to speed." Twenty-

one percent reported that their children's grades had improved, whereas 14% wrote that their children's grades had not improved. Other parents (7%) reported that their children would benefit more from the services of a private tutor.

Seven percent of the 512 responding parents reported that they could not answer the query because it was not applicable to their children's circumstances. Most of these reported that their children would be graduating from high school, and therefore re-enrollment in ESS was not an option.

ESS Teacher Questionnaire

A total of 225 ESS teachers in 24 selected sites responded to this survey. Eighteen site visits took place in the fall of 2001 and winter of 2002 and 6 visits took place in the summer of 2002. Due to missing data (skipped items), the number of respondents varied from item to item and was not reported; however, item completion in general ranged from 190 to 225.

The first three items of the ESS Teacher Questionnaire were demographic items: role, school level, and community. Ninety-two percent of the ESS teachers responded that their role in the school was a regular classroom teacher, 4% reported being ESS coordinators and regular classroom teachers, and 4% selected some other role. Forty-eight percent of the ESS teachers indicated teaching at the high school level, 21% at the middle or junior high level, and 31% at the elementary level. When asked to describe their community, 57% selected rural, 24% selected suburban, and 19% selected urban. ESS teachers also reported an average number of 13 students in their ESS classes.

When asked how students were selected for ESS, the ESS teachers could select any or all of the response options. The most common response was teacher recommendation (87%), followed by parent request (56%), student request (45%), and standardized test scores (9%). Ten percent of the respondents selected other, most often citing counselor or administrator recommendation.

When asked to indicate the most common reasons students received ESS services, respondents could select any or all of the response options. Eighty-four percent said to improve academic achievement, followed by in danger of failing (75%), to extend learning time (45%), to sustain present level of performance (43%), to improve self-esteem (30%), in danger of dropping out (11%), and other (10%). Respondents choosing other listed make up a credit, poor attendance, writing portfolio, more one-on-one instruction, computer time, make-up tests, and help with homework as reasons why students receive ESS.

When asked what subjects were being taught in ESS, 81% of the teachers selected math, 65% reading, 64% English, 54% social studies, and 53% science. Thirty-five percent selected other and most frequently listed subjects such as foreign language, writing portfolio, spelling, and computers. Respondents could select any or all of the response options.

When asked about staff development related to ESS, 53% of the teachers responded that they had received staff development. Of those, 98% said it was adequate.

Teachers were asked about the frequency of consulting with the regular classroom teachers on the design of student instruction and target goals. Forty percent of the teachers indicated not applicable because they were the students' regular classroom teachers. Twenty-nine percent said they consulted with the regular classroom teacher as needed throughout the school year, 22% selected regularly throughout the school year, 6% selected not at all, and 3% selected only prior to the start of school.

When asked how frequently they consulted with the regular classroom teachers on student performance and progress, 45% of the teachers indicated not applicable because they were the student's regular classroom teacher. Twenty percent each said they consulted with the regular classroom teacher at least once a month or at least once a week, 10% selected not at all, and 6% selected only at report card time.

Teachers were then asked how frequently they consulted with parents on the design of individual student goals. More than half (58%) responded as needed throughout the school year and 25% said not at all. Fifteen percent of the respondents indicated regularly throughout the school year and 2% selected only prior to the start of school. When asked how frequently they consulted with parents on student performance and progress, 40% indicated at least once a month, 31% selected only at report card time, 16% said at least once a week, and 13% reported not at all.

Seventy-three percent of the teachers responded that they monitored student performance and progress at least once a week. Eighteen percent of the respondents said at least once a month, and 4% each selected only at report card time or not at all.

ESS teachers were asked how frequently they consulted with students on the design of their individual goals. Fifty-two percent of the teachers indicated as needed throughout the school year, 27% said regularly throughout the school year, 18% selected not at all, and 2% selected prior to the start of school. When asked how frequently they consulted with students on their performance and progress, 62% of the teachers reported at least once a week, 28% said at least once a month, 6% not at all, and 4% only at report card time.

When asked to identify the most important ESS outcomes (respondents could select any or all of the response options), 95% of the ESS teachers selected enhanced academic achievement. About two-thirds of the teachers (65%) indicated increased motivation, 60% said increased self-esteem, and 26% selected improved attendance.

When asked what forces have helped ESS to succeed (again respondents could select any or all of the response options), 64% responded excellent relationships among staff. Other forces selected were outstanding administration (principal/coordinator) (57%), clear support from parents or community (53%), additional financial support (43%), clear support or mandate from district or other political actions (40%), and excellent staff development and follow-up (21%).

Teachers were given a list of topics to indicate what problems or obstacles had been encountered in implementing ESS. Respondents could select any or all of the response options, as well as write in additional problems or obstacles. Almost half of the respondents indicated student transportation (40%). Other problems or obstacles identified were inadequate financial support (24%); opposition or demands from students (17%); inadequate preparation of teachers or other school staff (5%); problems with state or district regulations (4%); opposition or demands from key district, school, or other staff (4%); opposition or demands from parents or community (3%); and problematic relationships among school staff (1%). Thirteen percent chose other and listed problems or obstacles such as student attendance, lack of time, class size, lack of communication, and no problem.

More than half (51%) of the teachers rated the effectiveness of the ESS program at their school as good. Forty-one percent selected excellent, 6% indicated fair, and 2% chose poor.

When asked which option for disbursing ESS funds would be better for the students and schools, teachers were given two choices. Only 164 teachers responded to this question, which may be due to their lack of knowledge about how funds are disbursed. Overwhelmingly, 92% of the teachers selected the option to continue to provide as separate categorical funds allotted to districts. The teachers were then asked why they chose this option. Nearly one fourth (23%) of the respondents who chose this option reported that the funds would be kept separate. Thirteen percent wrote that the current method works well, 12% noted that the districts know the school needs and SEEK funds are not targeted for ESS, and 10% responded that they needed more information about the choices.

Only 8% selected the option to provide ESS funds to districts through the SEEK formula. When asked why they chose this option, more than one fourth (27%) said the funding would be based on needs. Respondents also noted there would be money for transportation, funding would be based on enrollment, and more information was needed about the choices (18% each).

Of the 61 respondents who did not choose either option, there were 17 discrete comments provided about ESS funding options. Fifteen of the respondents (88%) reported that they didn't know or they needed more information before making a choice.

When asked about the major strengths of ESS at their schools, 193 teachers responded with multiple comments. Twenty-two percent of the comments dealt with the school staff. "We have an experienced staff which is dedicated to improving student performance and learning," wrote one ESS teacher. Other strengths noted were improved academic achievement (8%), students (6%), and hours/times of ESS (6%).

When asked about the biggest challenges faced by ESS at their schools, 180 teachers responded with multiple comments. One fourth of the comments concerned students. One teacher replied, "The biggest challenge is convincing students to use it for actual tutoring." Eighteen percent reported transportation was a challenge and 15% reported funding issues.

Of the 225 ESS teachers surveyed, 136 responded with multiple replies when asked what recommendations they would make to improve ESS. Nearly a fourth (22%) of the comments

concerned funding. "Adequately fund the program in order to make a difference," noted one ESS teacher. Other comments were related to ESS class size (12%), scheduling (8%), and transportation (7%).

Finally, ESS teachers were asked what else we should know about ESS. More than half (54%) provided positive comments. "It is an excellent program that increases student self-esteem and improves their academic performance," reported one ESS teacher. "Involvement with students in the ESS situation is rewarding because I can have more one-on-one contact with students who want help," wrote one teacher. Another teacher commented, "We are extremely proud of the program." The remaining comments related to students (14%), nothing or not applicable (8%), and funding (4%).

Non-ESS Teacher Questionnaire

A total of 297 non-ESS teachers responded to this survey. Due to missing data (skipped items), the number of respondents changed from item to item and was not reported; however, item completion in general ranged from 281 to 297.

The questionnaire included three demographic items: role, school level, and community. Ninety-two percent of the respondents indicated that they were classroom teachers, 1% indicated principal or assistant principal, and 6% reported other. Fifty-six percent of the respondents said that they worked in a high school, 23% indicated a middle school, and 21% said elementary school. Thirty-eight percent of the teachers said that their school was located in a rural community, 37% indicated a suburban community, and 26% indicated an urban community.

Teachers were then asked how many of their students were enrolled in ESS; percentages ranged from 0 to 99%. Respondents indicated that, on average, eight students per class were enrolled in ESS. Twenty-three percent indicated that none of their students were enrolled and 1% indicated that 99% of their students were enrolled.

When asked how most of their students were selected for ESS, respondents could select any or all of the response options. More than three fourths (82%) indicated teacher recommendation, followed by parent request (44%), student request (33%), standardized test scores (9%), and other (8%), with responses such as counselor, grades, reading test scores.

Teachers were asked about the most common reasons their students received ESS; nearly three fourths (73%) each selected students in danger of failing or to improve academic achievement. Twenty-six percent selected to extend learning time, 18% to sustain present level of performance, 17% to improve self-esteem, and 5% indicated students that were in danger of dropping out.

When asked what subjects their students were receiving instruction on in the ESS program, more than half (59%) reported math, followed by reading and English (47% each), science (33%), social studies (28%), and other (14%). For the respondents who indicated other,

the most common answer reported was writing (respondents could select any or all of the response options).

Thirty-six percent of the respondents indicated that they received staff development related to ESS. Of those, nearly all (98%) reported that the staff development was adequate.

Teachers were then asked how frequently they consulted with ESS teachers on the design of student instruction and target goals. More than half (51%) reported as needed throughout the year, 31% said not at all, and 15% indicated regularly throughout the school year.

When asked how frequently they consulted with ESS teachers on student performance and progress, 42% reported not at all, 30% indicated at least once a month, and 14% each said only at report card time or at least once a week.

When asked about the most important ESS outcomes for their students, teachers could select any or all of the response options. The majority of the respondents (89%) indicated enhanced academic achievement, followed by increased motivation (38%), increased self-esteem (28%), improved attendance (13%), and other (5%) with comments such as completion of assignments, graduate with classmates, and improve school's CATs scores.

When asked what forces helped ESS to succeed at their schools, 52% reported excellent relationships among staff, 44% said outstanding administration, 39% indicated additional financial support, 38% selected clear support from parents or community, 31% reported clear support or mandate from district or other political actions, and 29% said excellent staff development and follow-up. Again, respondents could select any or all of the response options.

The next question asked teachers to identify problems or obstacles that had been encountered in implementing ESS at their school. Respondents could select any or all of the response options. A third of the teachers (33%) indicated student transportation; 32% said inadequate financial support; 21% reported opposition or demands from students; 8% each said problems with state or district regulations and opposition or demands from parents or community; 7% reported inadequate preparation of teachers or other staff; 2% indicated opposition or demands from key district, school, or other staff; and 1% said problematic relationships among school staff. Eleven percent reported other, with common responses being available teachers, funding, getting the students to recognize the great benefits of ESS, and lack of student motivation to become involved.

Teachers were then asked how they would rate the overall effectiveness of ESS at their school. More than half (54%) reported good, 34% said excellent, 11% indicated fair, and 1% reported poor.

When asked which option for disbursing ESS funds would be better for the students and school, only 174 teachers responded. Of those, nearly all (91%) said continue to provide as separate categorical funds allotted to districts. Respondents were then asked why they chose this option. Seventeen percent indicated that it is working well so far with no need to change it, 10% indicated that "Allotting separate categorical funds allows us to specifically utilize this funding

for better uses to benefit our program" and "Districts can best meet their needs because of the size of the smaller districts and the needs can be assessed on the local level." Nine percent said they did not know enough about the SEEK formula to select that choice. Other comments included "To make sure that it isn't used for something else and then ESS would be under funded or eliminated" and "Funds would be earmarked for ESS at individual schools."

Only 9% indicated the funds should be provided to districts through the SEEK formula. When asked why they chose this option, 30% indicated to improve student achievement, and 20% reported more flexible use of the money. Other comments included explanations such as the SEEK formula could provide transportation for students, money goes directly to schools through the district, and more evenly distribute those funds on student population and need.

Of the 123 respondents who did not select either option, 11 provided a written comment. Of those, 64% reported that they were not knowledgeable enough either way to make a choice and 18% said they were unfamiliar with the SEEK formula.

When asked about the major strengths of ESS at their school, 229 teachers responded with multiple comments. Thirty-six percent of the comments indicated that having excellent staff was a major strength, 34% said after-school help, 16% said adequate transportation, 12% reported coordination between teachers/coordinators, 7% responded teacher/student ratio, 6% reported flexibility, and 5% said student improvement. Four percent indicated other, with comments such as removing obstacles to learning and targeting students as soon as possible. One teacher commented, "We have teachers willing to work overtime with little pay and with students that are tired and wanting to go home."

When asked to identify the biggest challenges faced by ESS at their schools, 211 teachers responded with multiple comments. Almost one fourth (18%) of the comments referred to funding as the biggest concern. Fifteen percent of the comments related to student attendance, 12% to transportation by the school, 11% to teacher/student ratio, 7% to student motivation, 5% to staff communication; 4% each reported the amount of paperwork, student needs, and not enough knowledge about the program to comment. Two percent reported other, with comments such as "Some after school commitments interfere, such as jobs" and "All ESS happens on the same day so students are limited to attending 1 or 2 subjects." One teacher noted, "Some students who need the service refuse it."

When asked for recommendations to improve ESS, 158 teachers provided multiple comments. Almost one third (29%) of the comments referred to more funding. "More funding would allow students to be served for a longer period of time," commented one teacher. "More funding may also allow us to offer the program in the mornings" stated another. Eleven percent indicated more teachers are needed and 8% each reported scheduling, staff, or other. For those responding with other, comments included pleased with the program, enrichment programs added, make the program accessible to all students, and ability to change students in ESS throughout the school year. Seven percent each reported transportation or no recommendations, 5% each indicated attendance and reduced paperwork, and 4% each indicated communication, tutoring, or more instruction.

Finally, the last question asked teachers what else we should know about ESS. Sixty-five teachers responded with multiple comments. Nearly half (40%) of the comments indicated that teachers supported the program or were pleased with the program. "It is a good program that helps kids," noted one teacher. "I think it is wonderful to allow students another opportunity to achieve in school," wrote another teacher. Eighteen percent of the comments indicated student needs and 16% indicated respondents had nothing else to say about ESS. The remaining comments related to staff (12%), the need for additional funding (11%), and other (9%) with comments related to the need for more information and scheduling of ESS.

District Coordinator Interviews

Three of the district coordinators had two of the site visit schools in their districts. Fifteen district coordinator interviews were conducted during the fall/winter site visits. No additional district interviews were done during the summer visits to six of the same schools because these individuals were previously interviewed. Interviews were conducted at the school site, by telephone, or at the district office. Brief summaries of key questions are summarized below, with their most frequent responses.*

District coordinators were asked how eligibility is determined. One fourth of the coordinators said it was determined by district guidelines, 20% indicated it was a combination of factors including reviewing a list of failing students, test analysis, and selecting the worst first, and 18% said teacher referral.

Coordinators were then asked if there was a formal method of referral. Forty percent indicated that teachers initiate the referrals and parents must consent. Ten percent said communities were made aware through television, radio, or newspaper ads; 10% said there was no formal referral method or they didn't know; and another 10% of the comments were miscellaneous, such as computer database and method has to be approved.

District coordinators were asked to describe the services that were offered in their districts. Forty-three percent of the comments were regarding the days and times ESS was offered. Other services offered were budget monitoring (12%), and administrative services (9%).

When asked about the main problems the program was intended to solve, 45% responded to help students succeed. Twenty-eight percent of the comments were miscellaneous and included make up lost credits, raise attendance, and higher retention rates, and 17% said it is intended to solve problems in the content specific areas.

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*See the supplemental document to this report, "Interview Questions and Response Categories for the *Comprehensive Evaluation of the Kentucky Extended School Services Program*," for tables containing all analyzed interview questions and categorized comments for each of the five interviewee groups (district coordinators, school coordinators, ESS teachers, ESS students, and parents of ESS students).

School Coordinator Interviews

Twenty-three school coordinator interviews were conducted across the 24 sites. One interview was not completed due to an accident involving the coordinator. All interviews were conducted at each school site. Brief summaries of key questions are provided below, with their most frequent responses.

School coordinators were asked how eligibility for ESS was determined and if there was a formal method of referral. Almost one third (31%) indicated students were referred by their teachers, 20% said parents refer students, and 10% indicated students self-refer. Twenty-two percent responded with miscellaneous comments such as students are selected at the beginning of the year, chosen by the guidance counselor, or those with the most need are selected. The formal method of referral most often mentioned was a referral sheet completed by teachers or parents (51%).

When asked to describe the services provided in ESS, 20% of the school coordinators indicated ESS focused on the content areas. Sixteen percent said ESS provided remediation and study skills, and 9% said tutorial services. Twenty percent of the comments were miscellaneous, such as improve students' self-esteem, mentoring, and transportation.

School coordinators were then asked about the main problems the program was intended to solve. Almost half (43%) said the main goal is to help students succeed. Twenty-three percent indicated assistance in content areas, and 16% responded with miscellaneous comments, such as flexible for all students and home visits for sick students.

ESS Teacher Interviews

Ninety-eight ESS teachers were interviewed across the 24 site visits. All teacher interviews were conducted individually at the schools. Brief summaries of key questions are provided below, with their most frequent responses.

Teachers were asked how students were selected for participation in the ESS program. Twenty-four percent indicated teacher recommendation or referral, 18% said parent request, 16% were selected after being identified as having problems or struggling, and 14% were self-referred.

Teachers were then asked to describe the key elements of the ESS curriculum at their schools. Eighteen percent each indicated that everything was the same as the regular classroom, reading in content areas, or math were the key elements of the curriculum. Twelve percent responded with miscellaneous comments, such as homework, study skills, and book club.

When asked about the main problems the program was intended to solve, 23% of teachers responded the goal is to help struggling learners. Thirteen percent each noted to increase confidence and motivation, improve student performance, and prevent failure or dropout.

ESS Student Interviews

Most student interviews were conducted individually at the high school level and in groups of two at the middle/junior high school and elementary school levels. There were 109 students interviewed across the 24 site visits. Brief summaries of key questions are provided below, with their most frequent responses.

Students were asked why they participated in ESS and if they chose to participate on their own or if their teachers or parents recommended it. Nearly a third of students said they volunteered to participate in ESS to receive more help and to improve their grades. Eighteen percent indicated their parents wanted them to participate, and 17% said their teachers recommended it.

Students were then asked what they learned about in ESS. Sixteen percent responded with various activities, such as listening to tapes, flash cards, puzzles, worksheets, etc. Students specified English or language arts (14%), reading (13%), and math (9%) as the main subjects they learned about in ESS.

ESS Parent Interviews

Forty-nine parents were interviewed across the 24 site visits. Parent interviews were conducted by telephone or individually at the school. Brief summaries of key questions are provided below, with their most frequent responses.

Parents were asked why their children were participating in ESS. Thirty percent of the comments were miscellaneous, such as to catch up on schoolwork and to make up tests. About one fourth (22%) indicated their children participated due to a need for extra help in a specific subject, and 16% said their children needed additional help.

When asked how their children were doing since participating in ESS, more than half (54%) indicated their children's grades had improved. Seventeen percent said the process was helping, and 12% of the comments were miscellaneous, such as child's attitude could be better and the program just started.

Parents were then asked what they thought their children had gained from the ESS program. Nearly one fourth (23%) said their children get more attention, 15% indicated better grades were a result, and 14% said improved self-esteem.

SSOS Classroom Observations

A total of 24 on-site visits took place in 18 selected Kentucky schools. Eighteen of the visits took place during the fall and winter of 2001 to schools operating ESS programs after school; the remainder took place during the summer of 2002 to 6 of the 18 schools that were operating ESS programs during a summer session. Six of the 18 schools were elementary, 6 were middle, and 6 were high schools (33% each).

During the 24 visits, a total of 213 classroom observations took place: 193 (91%) during the fall/winter visits and 20 (9%) during the summer visits. These observations focused on both entire classrooms of students and purposively selected ESS students within each classroom. Of those 213 observations, 137 (64%) took place in the regular classroom and 76 (36%) in an ESS session. The goal was to observe selected students in both their regular classroom environments and their ESS sessions. This was not always achieved, because some students were selected and observed during the regular school day, but then did not stay after school for ESS.

Observed students were grouped into three categories: performing better than expected in the ESS sessions (coded as 1), performing about as expected in the ESS sessions (coded as 2), and performing less well than expected in the ESS sessions (coded as 3). Approximately a third of the students were in each of the three categories: better than expected (67, 32%), as expected (73, 34%), and less than expected (73, 34%).

Within the ESS sessions, the number of adults per classroom ranged from 1 to 5, with an average of 1 (standard deviation of 0.61). The number of students in the ESS sessions ranged from 2 to 31, with an average number of 11 students (standard deviation of 6.54). In the regular classrooms, the number of adults ranged from 1 to 4, with an average of 1 (standard deviation of 0.58). The number of students in the regular classrooms ranged from 12 to 41, with an average number of 22 students (standard deviation of 5.08).

A variety of subjects were observed within both the ESS and regular classroom observations, as shown in Table 6. The biggest differences seemed to be in reading and science. Fourteen percent of the regular observations focused on reading, compared to 4% of the ESS sessions; 1% of the regular observations focused on science, compared to 12% of the ESS sessions. Math was fairly comparable for both sessions (34% and 40%).

The classroom observation coding tool contained both a "class snapshot" that looked at student engagement and grouping configurations every eight minutes across the entire classroom and "ongoing activities of target student" that focused on the student being observed for seven consecutive minutes. During those seven minutes, 27 different activities could be coded in time segments of 1 to 7 minutes. Each classroom observation could last a maximum of 56 minutes, which did not include the time necessary to code in relevant information on the cover page (such as number of students, number of adults, subject, date, type of class, etc.) or the accompanying QAIT and CER instruments.

Table 6: Number and Percent of Classes Observed by Subject and Class Type

ESS Classrooms			Regular Classrooms		
Subject	Number	Percent	Subject	Number	Percent
English	12	16%	English	15	11%
History	1	1%	History	2	2%
Language Arts	13	17%	Language Arts	28	21%
Mathematics	26	34%	Mathematics	54	40%
Reading	11	14%	Reading	6	4%
Science	1	1%	Science	17	12%
Social Studies	3	4%	Social Studies	9	7%
Writing	1	1%	Writing	0	--
Other	8	10%	Other	5	4%
Total	76	100%	Total	136	100%

Student engagement. The four categories within student engagement included number of students on task, number of students off task, number of students out of the room, and number of students waiting. The average number of students on task in the ESS sessions was 10 (standard deviation of 6); in the regular classroom, the average number on task was 19 (standard deviation of 5). For the remaining three categories, averages were approximately 1 for both groups (with larger standard deviations for the regular classroom). Figure 4 presents the percentages of students in each of the four categories by type of class (ESS or regular) and shows very similar results for the two groups. Students on task was clearly the most prevalent view during the "snapshots," with 87% of the ESS students and 88% of the regular students falling within this category. Off-task was a distant second, with 6% of ESS students and 5% of regular students. The remaining two categories were negligible, with only 3 or 4% percent each.

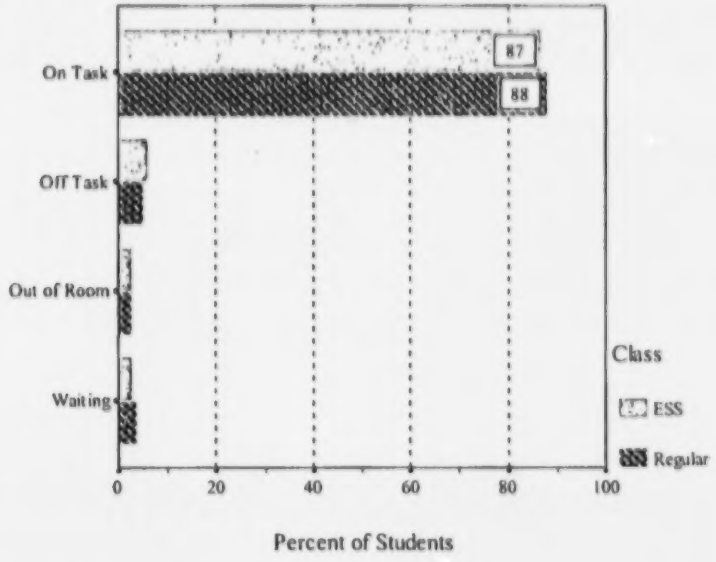

Figure 4: Observation Data: Percent of Student Engagement by Class Type

Groups and activities. Four groupings were possible within this section of the observation instrument. One grouping was based on the teacher, one on an aide, and two were for remaining discrete student groupings (for this analysis, the two student groupings were combined into one student group). Within each group, four tasks were possible: interaction, working alone, management, and social.* Data analyses revealed a discrepancy in the working alone task for aides, in that an inordinately high percent of students were involved (10% to 20% per type of class), which may have been due to either coder drift or data entry errors. Therefore, this aide task classification is excluded from further analyses.

Within the teacher grouping of ESS sessions, they were involved with the most students when interacting (student mean of 6, standard deviation of 6) or managing (student mean of 5, standard deviation of 6). Results for aides were similar, with interacting (student mean of 3, standard deviation of 2) and managing (student mean of 3, standard deviation of 4). Students differed, with most involvement with other students when interacting (student mean of 6, standard deviation of 5); students also were working alone (student mean of 8, standard deviation of 6).

Within the regular classrooms, patterns were similar, though of course with higher mean numbers of students, given the larger class sizes. For teachers, interaction (student mean of 17, standard deviation of 7) and management (student mean of 15, standard deviation of 9) involved the highest percentages of students; for aides, interaction (student mean of 6, standard deviation of 7); for students, interaction (student mean of 15, standard deviation of 6) and working alone (student mean of 16, standard deviation of 6).

The next three figures present the percentages of students involved in each of four tasks across the three groups of teachers, aides, and students. These percentages were based on the number of observations involving each type of task, which varied within each of the three groups. As a result, the percentages within each graph for a particular class type (i.e., ESS or regular) should not and do not sum to 100.

Figure 5 presents the percentages of students by type of class (ESS or regular) for each of the four teacher groups of involvement, working alone, management, and social. As expected, highest student percentages appeared in interaction and management, with higher percentages for the regular classes in both categories. ESS teacher interaction was with 53% of the students, compared to 77% of the regular students; ESS teacher management involved 48% of the students, compared to 67% of the regular students. ESS teacher socialization ranged from 1% of the students in the ESS classroom to 25% in the regular classroom.

Figure 6 presents the percentages of students for two of the three aide groups (no aide socialization was coded and aide working alone was excluded). Highest student percentages appeared in interaction, with 27% of the ESS students and 21% of the regular students. Aide management involved 19% of the ESS students and 3% of the regular students.

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*Interaction includes content-related interactive activities; work alone indicates working on content individually; management/direction indicates monitoring, managing, or teaching non-content-related procedures; social indicates uninvolvement in content-related or managing work.

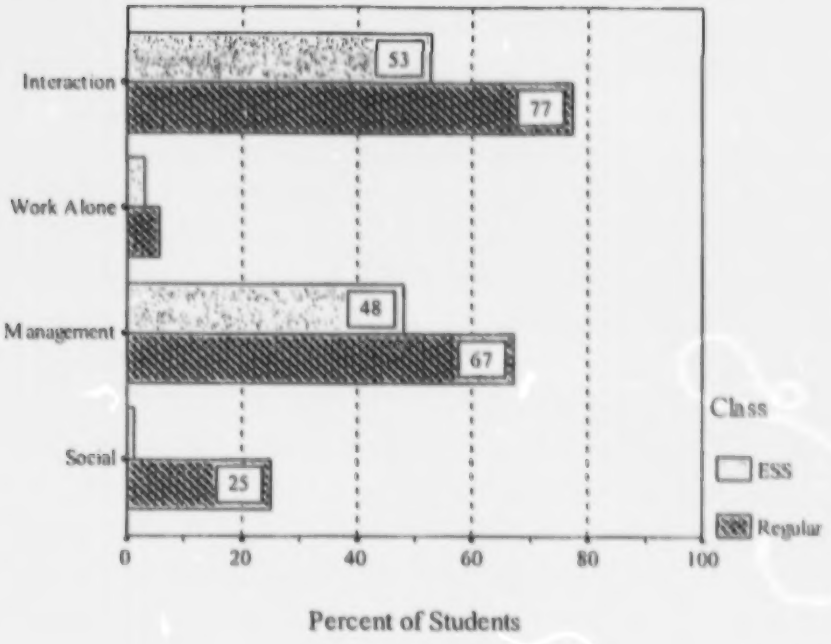

Figure 5: Observation Data: Percent of Students in Teacher Groups by Class Type

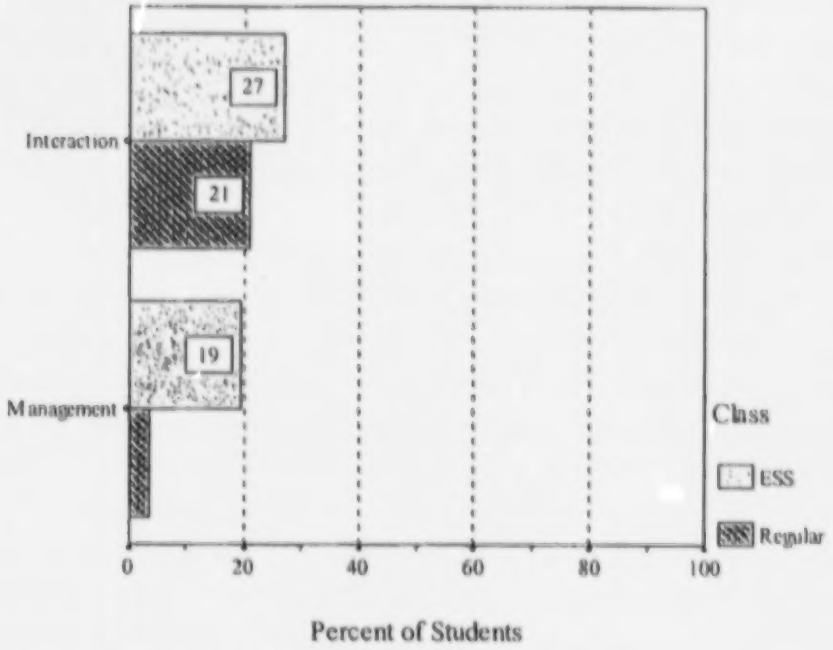

Figure 6: Observation Data: Percent of Students in Aide Groups by Class Type

Figure 7 presents the percentages of students for each of the three student groups (no student management was coded). Working alone was the most frequent student grouping, including 71% of the ESS students and 75% of the regular students. This was followed by student interaction, involving 46% of the ESS students and 69% of the regular students. Student socialization involved 25% of the ESS students and 20% of the regular students.

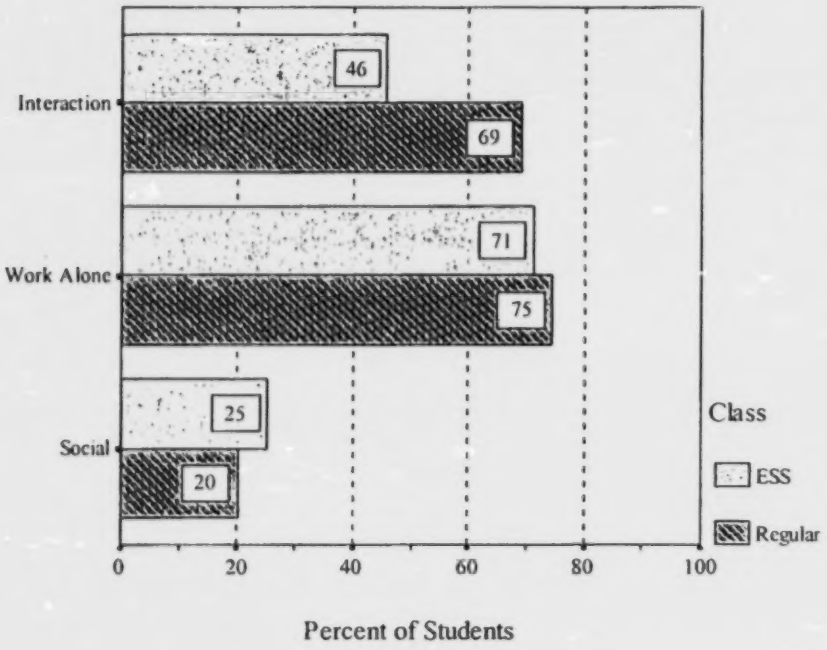

Figure 7: Observation Data: Percent of Students in Student Groups by Class Type

Ongoing activities of target student. This section of the classroom observation instrument included two main components, along with a small column for writing notes and/or comments. The first component was to note which of the 27 different activities the observed student was engaged in during the observation. The second component was to indicate how many minutes were spent in a particular activity. The smallest time increment was one minute; the largest was eight minutes (each page of an observation was for a maximum of eight minutes, with a maximum of seven pages per observation, or 56 minutes of observed time).

To provide an overall look at the time spent per activity, Figure 8 presents the percentage of time spent on each of the 27 activities by the type of class (i.e., ESS or regular). Individual student seatwork was used 26% of the time in the ESS sessions and recitation/discussion was used at least 10% of the time. During the regular classroom, recitation/discussion, teacher presentation of material, and individual student seatwork were each used at least 15% of the time.

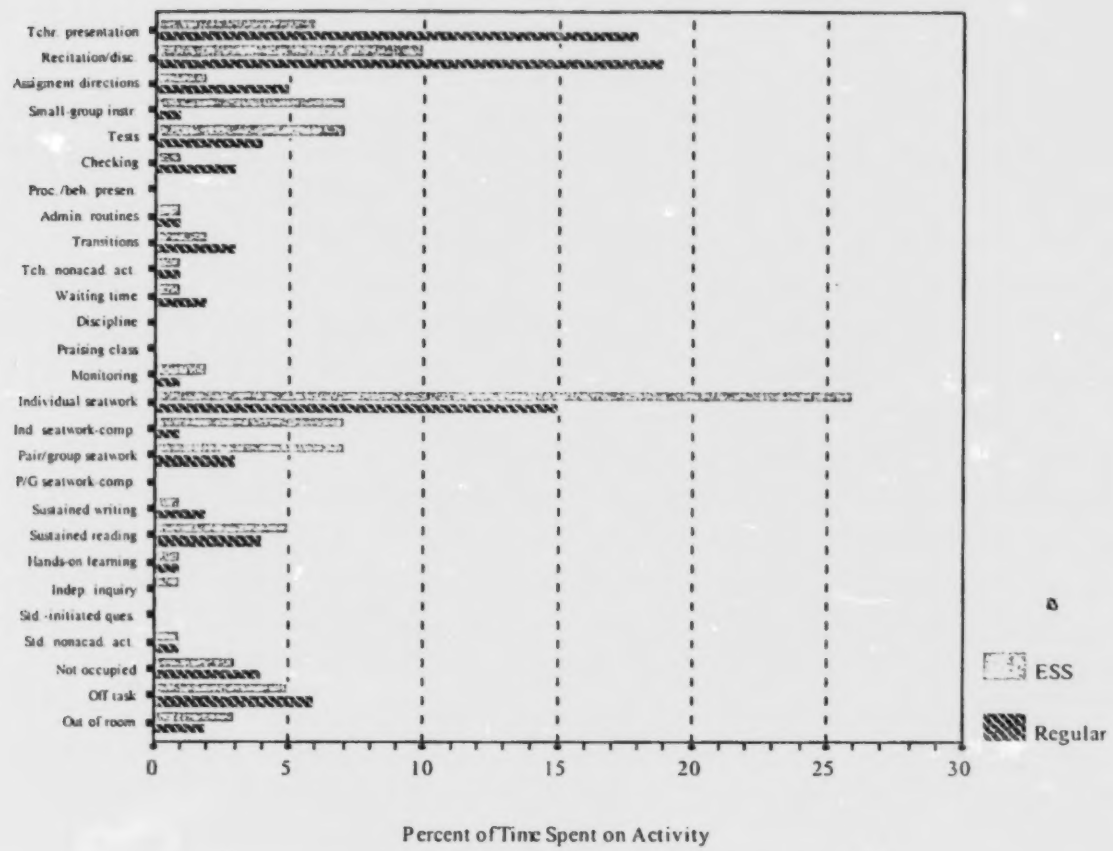

Figure 8: Observation Data: Percent of Target Students' Time Spent on All Activities by Class Type

The 27 activities were then grouped into four main categories: teacher-led, management/organization, student-led, and off task. See Table 7 for a listing of the 27 activities and their classification into the four main categories. Figure 9 shows that for the ESS sessions, nearly half (48%) of the time was spent on student-led activities. In comparison, more than half (51%) of the time in the regular classrooms was spent in teacher-led activities. Conversely, the regular classrooms devoted only 28% of the time to student-led activities, and the ESS sessions devoted only 32% to teacher-led activities. Nearly equal amounts of time were spent in off-task activities for both the ESS and regular classrooms (14% and 15%, respectively). Only 6% of the time in each type of class was spent on management/organization activities.

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Table 7: Classroom Observation Activities by Main Categories

Main Categories	Activities
Teacher-Led	Teacher presentation of content Recitation or discussion Directions for assignments Small-group instruction Tests Checking Praising class
Management/Organization	Procedural or behavioral presentation Administrative routines Transitions Monitoring
Student-Led	Individual seatwork Individual seatwork at computer Pairs or group seatwork Pairs or group seatwork at computer Sustained writing or composition Sustained reading Hands-on learning Independent inquiry or research Student-initiated questions
Off Task	Teacher nonacademic activity Waiting time Discipline Student nonacademic activity Not occupied Off task Out of room

Given that the amount of time spent in each main category (or even a specific activity) could theoretically range from 1 to 56 minutes, the average number of minutes spent in each of these four main groups is not quite as useful as the overall percentages of time. However, these data are provided in Table 8, along with the number of observations and the standard deviations.

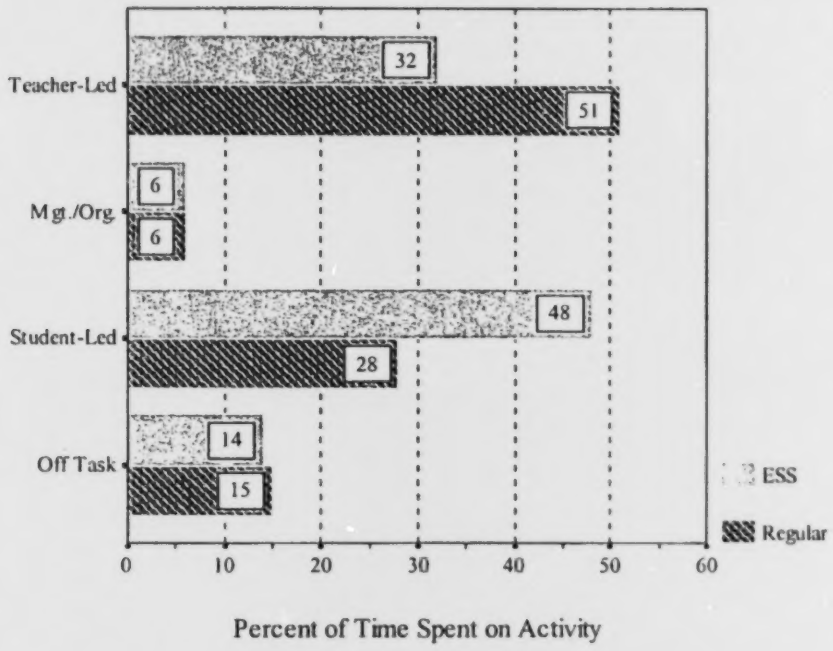

Figure 9: Observation Data: Percent of Time in Main Activity Groups by Class Type

Table 8: Observation Data: Descriptive Statistics for Main Activity Categories by Class Type

Type of Class and Main Categories		Number	Mean	Std. Dev.
ESS	Teacher-Led	55	19.64	14.80
	Management/Organization	39	4.69	3.64
	Student-Led	62	25.55	14.53
	Off Task	57	8.33	7.75
Regular	Teacher-Led	131	24.13	14.15
	Management/Organization	100	3.66	3.38
	Student-Led	104	16.67	12.96
	Off Task	108	8.88	8.19

To further pinpoint exact differences within each of these four broad main categories, Figures 10 through 13 present percentages of time spent on individual activities within the teacher-led, management/organization, student-led, and off-task categories.

For example, the 51% of time spent in the regular classroom on teacher-led activities can be identified in Figure 10 as due mainly to teacher presentation of content and recitation/ discussion. In comparison, the 32% of time spent on teacher-led activities in the ESS sessions is more broadly distributed across teacher presentation of content, recitation/discussion, small-group instruction, and testing.

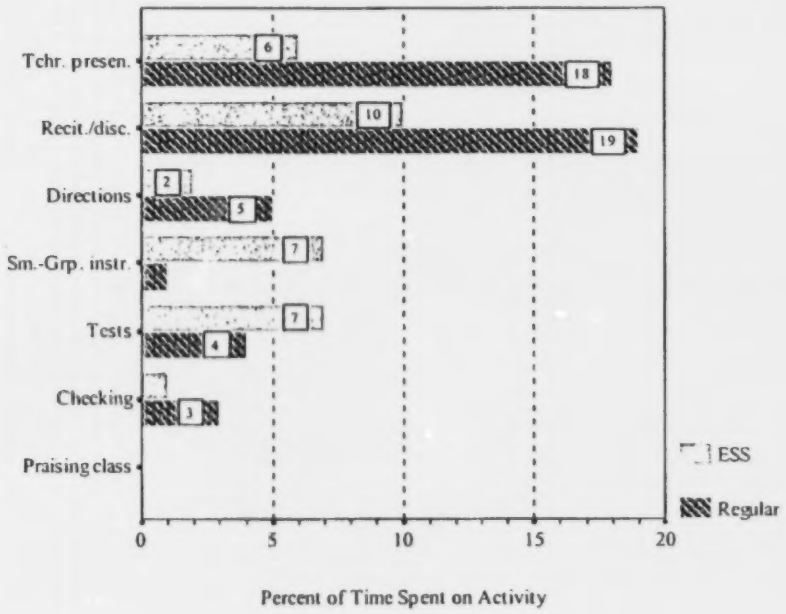

Figure 10: Observation Data: Percent of Time Spent in Teacher-Led Activities by Class Type

Management/organization activities are similar for both ESS and regular classrooms, with only minimal differences in transitions and monitoring (see Figure 11).

The ESS sessions spent nearly half of the time (48%) on student-led activities, compared to only 28% of the regular classroom time. Figure 12 shows that most of that time was spent on individual student seatwork in both types of class, though more so for the ESS sessions (26% compared to 15%).

For the main category of off task, which includes a variety of activities classified as being off task, both types of classrooms devoted approximately 15% of the time to this behavior. Review of Figure 13 shows fairly comparable specific activities, most especially actual off-task behavior (5% and 6% for ESS and regular classrooms), students not being occupied, and students being out of the room.

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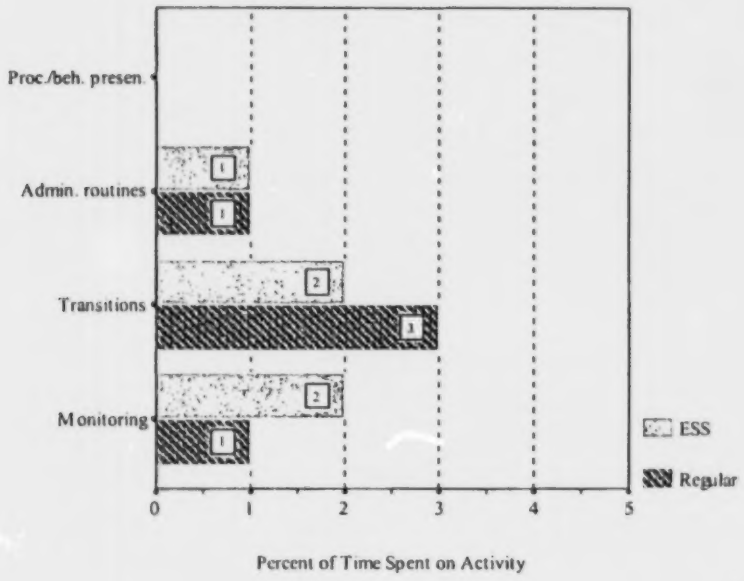

Figure 11: Observation Data: Percent of Time Spent in Management/Organization Activities by Class Type

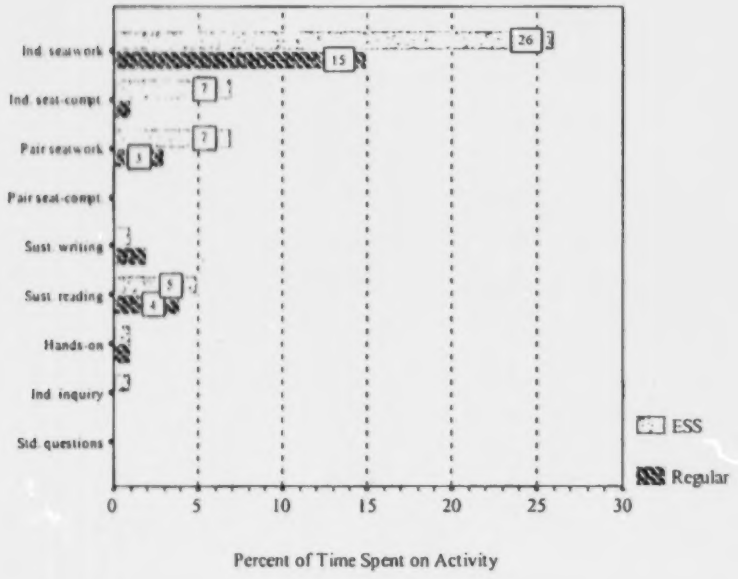

Figure 12: Observation Data: Percent of Time Spent in Student-Led Activities by Class Type

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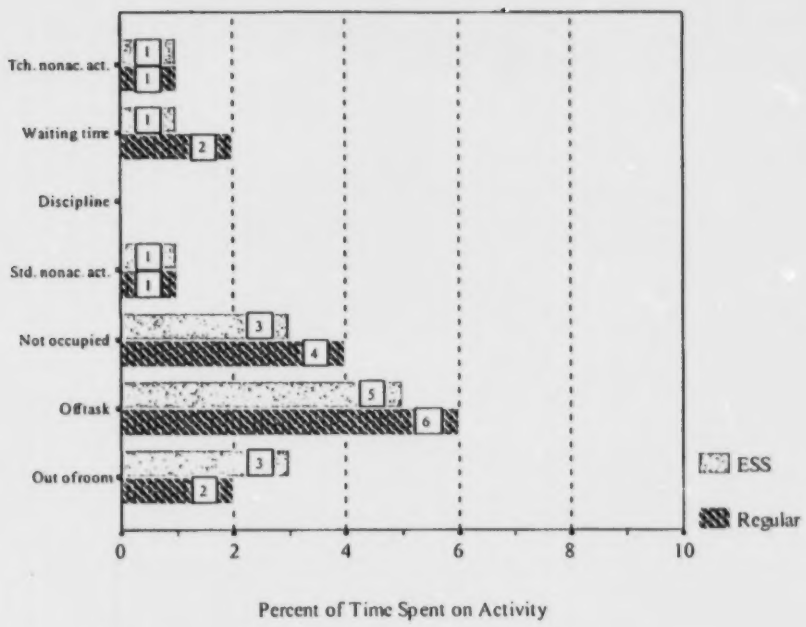

Figure 13: Observation Data: Percent of Time Spent in Off Task Activities by Class Type

QAIT Assessment of Classroom

The QAIT Assessment of Classroom observation instrument measured four features of the classroom: (1) quality of instruction, (2) appropriate level of instruction*, (3) incentive, and (4) use of time. Forty specific features were rated on a 1 to 5 (*unlike this class* to *like this class*). Across the 18 schools, 213 classrooms were observed and rated with the QAIT, including 193 observations during the fall and winter site visits and 20 ESS classroom observations during the summer site visits. Results are presented below, organized by the four main classroom features, and disaggregated by type of class to make apparent any potential differences between ESS classrooms and regular classrooms. Seventy-six ESS classroom observations and 137 regular classroom observations were included.

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*One item from this section about homogeneity of ability was deleted from the analysis as it did not fit well with the other items and was not under the teacher's control.

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Quality of Instruction. Teachers in regular classrooms organized lessons in ways that made sense to students to a greater extent than did teachers in ESS classrooms, and more often stated lesson objectives orally or in writing. They were also more likely to remind students of previously learned material. Teachers in both types of classrooms exhibited enthusiasm to a moderately high or moderate degree, and some teachers exhibited a sense of humor. Teachers in both types of classrooms often used an appropriate pace to cover content and provided immediate and corrective feedback. See Table 9 for more details.

Table 9: Observation Data: Descriptive Statistics for Quality of Instruction by Class Type

Indicators	ESS Classroom			Regular Classroom		
	N	Mean	SD	N	Mean	SD
1. Lessons make sense to students. The teacher:						
Organizes information in an orderly way.	72	3.39	1.57	133	3.91	1.22
Notes transitions to new topics.	70	2.51	1.67	134	3.40	1.41
Uses many vivid images and examples.	73	2.48	1.56	131	2.98	1.52
Frequently restates essential principles.	72	3.03	1.64	132	3.70	1.43
2. Lessons relate to students' background. The teacher:						
Uses devices such as advanced organizers.	73	2.22	1.53	131	2.70	1.60
Reminds students of previously learned materials.	73	3.25	1.49	133	3.74	1.27
3. The teacher exhibits enthusiasm.	74	3.72	1.34	134	3.72	1.26
4. The teacher shows a sense of humor.	73	3.04	1.50	135	3.13	1.51
5. Lesson objectives are clearly specified. The teacher:						
States lesson objectives orally or in writing.	73	2.63	1.58	133	3.56	1.40
Conducts formal and/or informal assessment.	72	3.37	1.58	134	3.64	1.38
Provides immediate and corrective feedback.	73	3.75	1.58	134	3.78	1.31
6. Teachers use an appropriate pace to cover content.	73	3.71	1.48	134	3.84	1.28

Appropriate Level of Instruction. Teachers in the ESS classrooms seemed to make more use of instructional strategies matching students' abilities than did teachers in the regular classrooms. These ESS classrooms also contained higher levels of individual instruction. In neither type of classroom were in-class ability groups or cooperative learning arrangements commonly observed. See Table 10 for more details.

Table 10: Observation Data: Descriptive Statistics for Appropriate Level of Instruction by Class Type

Indicators	ESS Classroom			Regular Classroom		
	N	Mean	SD	N	Mean	SD
7. Instructional strategies match students' abilities. The teacher:						
Accommodates students' levels of prior knowledge.	74	3.74	1.35	135	3.21	1.41
Accommodates students' different learning rates.	74	3.64	1.48	135	2.84	1.38
8. Grouping strategies enable students to work together or alone. The teacher:						
Uses in-class ability grouping.	74	1.58	1.21	132	1.32	0.93
Uses cooperative learning arrangements.	74	1.73	1.34	134	1.56	1.22
Bases individual instruction on mastery of skills and/or concepts.	74	2.88	1.55	134	2.01	1.37
Uses individualized instruction.	74	3.43	1.67	135	1.87	1.28

Incentive. Teachers in neither type of classroom appeared to have used surprising demonstrations to arouse student curiosity. In these classrooms, students were more likely to be allowed to discover information and be provided with intrinsically interesting material than the other listed methods for arousing curiosity. Teachers used praise and feedback, accountability, waiting for responses, guiding partial responses, and communicating high expectations to a moderate degree, though with the large standard deviations these seemed to differ a great deal among classrooms of each type (ESS and regular). Praise, tokens, and group contingencies were not often witnessed as methods for extrinsic behavioral incentives. Teachers did provide instruction so that student efforts would lead to success in both types of classrooms, though slightly more so in ESS than in the regular classrooms. See Table 11 for more details.

Use of Time. Time needed for instruction seemed to be allocated within both ESS and regular classrooms. The ESS classrooms appeared to have slightly higher engagement rates in the form of students attending to lessons and the teacher using effective management. See Table 12 for more details.

Table 11: Observation Data: Descriptive Statistics for Incentives by Class Type

Indicators	ESS Classroom			Regular Classroom		
	N	Mean	SD	N	Mean	SD
9. The teacher arouses students' curiosity by:						
Presenting surprising demonstrations.	72	1.68	1.25	135	1.76	1.16
Relating topics to students' lives.	72	2.21	1.50	136	2.51	1.57
Allowing students to discover information.	72	2.78	1.61	134	2.94	1.52
Presenting intrinsically interesting material.	71	2.61	1.59	134	2.83	1.42
10. The teacher uses extrinsic academic incentives such as:						
Praise and feedback.	72	2.96	1.48	134	3.04	1.38
Accountability.	73	2.99	1.52	133	3.16	1.40
Homework checks.	74	2.18	1.63	136	2.46	1.70
Waiting for responses.	74	3.22	1.53	136	3.45	1.41
Guiding partial responses.	72	3.26	1.50	136	3.23	1.51
Tokens and rewards.	74	1.45	1.06	136	1.29	0.93
Communicating high expectations.	73	3.07	1.46	136	3.07	1.52
Small groups with individual incentives.	74	1.28	0.88	136	1.15	0.64
Students encourage one another to achieve.	74	1.81	1.37	136	1.82	1.25
Group contingencies.	74	1.18	0.69	132	1.18	0.71
11. The teacher uses extrinsic behavioral incentives such as:						
Praise.	74	2.74	1.51	136	2.66	1.54
Tokens and rewards for improvement.	74	1.41	1.03	135	1.26	0.88
Group contingencies.	74	1.14	0.63	133	1.17	0.70
12. The teacher provides instruction that is appropriate for students' abilities:						
Efforts by the student lead to success.	73	3.68	1.22	134	3.66	1.20

Table 12: Observation Data: Descriptive Statistics for Use of Time by Class Type

Indicators	ESS Classroom			Regular Classroom		
	N	Mean	SD	N	Mean	SD
13. Allocated time:						
Necessary time is allocated for instruction.	73	3.90	1.35	134	4.11	1.16
14. Engaged rates:						
The teacher uses effective management.	73	4.27	1.03	134	3.93	1.32
Students attend to lessons.	73	4.30	1.00	134	3.97	1.10

Indicator subscales. Each set of items comprising an indicator were added together and divided by the total number of items to create subscale mean scores ranging from 1.00 to 5.00. Independent *t* tests were computed comparing ESS classrooms and regular classrooms on these four subscales, or indicators. Statistically significant differences were found between ESS and regular classrooms in quality of instruction and appropriate level of instruction. Quality of instruction was higher in regular classrooms than in ESS classrooms (3.52 versus 3.11), with a small effect size (practical meaningfulness) of –0.40. Instruction was more often viewed as being at the appropriate level in ESS classrooms, though the absolute values of the mean scores (2.83 versus 2.15) suggest that appropriate levels of instruction were not often observed in either type of classroom, and were observed significantly less often in regular classrooms. There was a fairly large effect size associated with this difference (0.73), indicating that there is not only a statistically significant difference, but also a meaningful one in a practical sense. There was not a significant difference in use of incentives or observed use of time between ESS classrooms and regular classrooms. See Table 13 for more details.

Table 13: Observation Data: Differences in Indicator Subscales by Class Type

Subscale	ESS Classroom		Reg. Classroom		df	*t*	*p*	Dif.	*d*
	Mean	SD	Mean	SD					
Quality of Instruction	3.11	1.09	3.52	0.96	208	-2.82	.005	-0.41	-0.40
Appropriate Level of Instruction	2.83	1.00	2.15	0.87	207	.18	.000	0.68	0.73
Incentive	2.31	0.73	2.37	0.74	208	-0.54	ns	-0.06	-0.08
Use of Time	4.16	0.88	4.01	1.05	205	1.07	ns	0.15	0.15

Classroom Environment and Resources Checklist

The Classroom Environment and Resources (CER) checklist assesses the presence or absence of indicators of good classroom environments, as well as the visibility and use of a variety of resources. Across 24 schools, 213 classrooms were observed and rated using the CER, including 193 observations in the fall and winter site visits and 20 ESS classroom observations during the summer site visits. Results are presented below.

As shown in Table 14, most classrooms, regardless of type, were open, risk-free, cheerful and inviting environments with adequate lighting and comfortable temperatures and were free from distracting noises and/or interruptions. Generally speaking, when compared to ESS classrooms, regular classrooms were much more likely to have posted classroom rules and assignments in cheerful and inviting atmospheres. Regular classrooms were somewhat more likely to use multi-racial and non-sexist materials, display student work, and be free from distracting external noises/interruptions. However, ESS classrooms were much more likely to be open, risk-free environments, and somewhat more likely to have distinct activity centers and be free from internal noises/interruptions.

Table 14: Observation Data: Presence or Use of Various Environmental Indicators by Class Type

Indicators	Percent Present or Used	
	ESS Classrooms	Regular Classrooms
Use of multi-racial materials	29%	34%
Use of non-sexist materials	38%	45%
Posted classroom rules	54%	77%
Posted assignments	37%	66%
Cheerful and inviting classroom	70%	81%
Distinct activity centers	33%	31%
Adequate lighting	92%	95%
Comfortable ventilation/temperature	93%	93%
Student work displayed	37%	42%
No distracting internal noises/interruptions	78%	70%
No distracting external noises/interruptions	70%	72%
Open, risk-free environment	91%	77%
Number of Classrooms Observed	*76*	*137*

As shown in Table 15, in most of the ESS and regular classes, computers, televisions, chalkboards, reference materials, textbooks, overhead projectors, a classroom library, and instructional aids/props were present. Approximately half or fewer of the classrooms had workbooks/activity books, worksheets, journals/learning logs, maps/globes, games/puzzles, student-used equipment, hands-on materials, audio resources, or video resources. Science or lab tables were visible in very few classes of either type. All but one resource listed on the CER was more visible in regular classrooms than ESS classrooms. Workbooks/activity books were slightly more common in ESS classrooms than in regular classrooms.

Although it is important for resources to be available to students, more important is the extent to which they are used. As shown in Table 15, textbooks, worksheets, and the chalkboard were the most common, and maps/globes, games/puzzles, science/lab tables, video resources, and classroom libraries were the least common resources to be used in both types of classes. Regular classes were more likely than ESS classes to make use of worksheets, journals/learning logs, maps/globes, instructional aids/props, science/lab tables, the chalkboard, overhead projectors, televisions, computers, student manipulatives, and video resources. However, ESS classes did make somewhat more use of textbooks, workbooks/activity books, reference materials, and games/puzzles.

Table 15: Observation Data: Visibility and Use of Resources by Class Type

Resources	Percent of Classes where Resource was **Visible**		Percent of Classes where Resource was **Used**	
	ESS	*Regular*	*ESS*	*Regular*
Textbooks	84%	88%	53%	42%
Workbooks/activity books	43%	36%	22%	17%
Worksheets	51%	60%	43%	50%
Journals/learning logs	17%	32%	11%	19%
Classroom Library	61%	64%	4%	4%
Reference Materials	63%	71%	9%	3%
Map and/or globe	43%	45%	0%	5%
Games and/or puzzles	29%	31%	3%	0%
Instructional aids/props	55%	61%	12%	17%
Science/lab table(s)	1%	6%	0%	2%
Classroom Chalkboard	88%	96%	33%	53%
Student-used equipment	22%	24%	9%	9%
Overhead Projector	70%	75%	4%	24%
Television	84%	90%	4%	8%
Computer	95%	96%	12%	16%
Student manipulatives/hands-on materials	46%	48%	11%	18%
Audio resources (tapes, CDs, players)	51%	53%	7%	7%
Video resources (tapes, discs, players)	53%	53%	3%	7%
Number of Classrooms Observed	*76*	*137*	*76*	*137*

ESS School and Program Description Form

A total of 22 respondents completed and returned the ESS School and Program Description Form distributed in the fall 2001/winter 2002 and summer of 2002. When asked to identify their roles, nearly half (46%) of the respondents indicated that they were ESS coordinators. ESS coordinator/teacher was selected by 41% of the respondents. The remaining respondents indicated that they were the ESS coordinator/principal (9%) or the principal/vice principal (4%).

When asked to specify their type of school, nearly half of the respondents (41%) chose high school. Nearly a third (32%) selected elementary school, and more than a fourth (27%) chose middle school. Further, most of the respondents (96%) indicated that the ESS site was school based, while 4% indicated that the ESS site was community based.

Respondents were asked to describe the community in which the school was located. More than half (54%) described the community as rural; the remaining respondents chose the descriptors of suburban and urban equally at 23% each.

Total student enrollment for the schools ranged from a high of 4,944 students to a low of 260 students. The average number of students per school was 1,064. Total student enrollment in the ESS program ranged from a high of 600 to a low of 35. The average number of students enrolled in the ESS program was 158. The total number of ESS teachers in each school ranged from a high of 28 to a low of 4. The average number of ESS teachers per school was 11. The average size of the ESS class in each school ranged from a high of 25 students to a low of 6 students. Nearly a third (30%) of the respondents indicated that there were 12 students per ESS class. The average number of students per ESS class was 12.

Respondents were then asked to specify the total number of ESS teachers who were also regular classroom teachers. As with the question concerning total number of ESS teachers, responses to this question ranged from a high of 28 to a low of 4. Of the respondents, 14% each listed the number of ESS teachers who were also regular classroom teachers as 4, 5, and 9. The average number of ESS teachers who were also regular classroom teachers was 11.

The number of days per week that the program operated at each site ranged from a high of six to a low of one. Almost half (46%) of the respondents indicated that the program operated two days a week; 32% reported five days a week. The average number of days per week was three. The respondents were also asked to indicate the number of hours per day that the program operated. The responses ranged from a high of seven to a low of one. More than half of the respondents (54%) indicated that the program operated for one hour per day. The average number of hours per day was two.

Respondents were asked to indicate when the ESS program operated by selecting all the response options that applied. Most respondents (86%) reported that the ESS program operated after school and more than half (54%) indicated that the ESS program operated during the summer. Thirty-two percent reported that the program operated before school and nearly a

fourth (23%) indicated that the ESS program operated during the intersession. Nine and 4% of the respondents, respectively, selected the remaining options of weekends and evenings.

The respondents were asked to indicate the year in which the ESS program originally started. Forty-two percent of the respondents reported that their ESS program started in 1990, more than a fourth (26%) indicated that their program began in 1991, and 10% selected 1992 as the starting year. Five percent each selected 1993, 1994, 1996 and 1997 as the year in which their program began.

Respondents were asked two open-ended questions. The first asked them to describe the major components of their ESS program and the current level of implementation for each component. Most respondents, 21 out of 22 (95%), provided an answer to the first part of this question, while only 6 of the 21 (28%) provided a response to the second part. Further, multiple replies were given by the respondents in answer to the first part of the question.

The component mentioned most often by respondents was tutoring in general (25%). For example, one respondent wrote, "Tutoring is available in core subjects. Teachers station themselves in scheduled classrooms so that students may drop in for assistance and get feedback on homework, study for tests, get help doing make-up work for time in classes missed, and any other general questions."

Next most frequently mentioned were activities related to reading, writing, and math (18%). A respondent wrote, "The major component is the assistance of homework and remediation in the areas of math, reading, and writing." The summer school and remediation programs were each mentioned in 10% of the comments. One respondent noted, "The summer program is designed for students to make up credits for the school year. The program is also used for remediation of students in all core areas."

Other components mentioned were a kindergarten transition program, second chance for success, freshman-bridge, intersession, credit recovery, skills building, portfolio development, organization skills, make-up work, mentoring, individualized student assistance, collaboration with ESS students and teachers, and closing the gap.

As for the second part of the question, three respondents (50%) replied that the components were fully implemented, one respondent replied that the components had limited concentration in some grades, one respondent answered that the components were in the advanced stage, and one respondent replied that the component was being piloted.

The second open-ended question asked the respondents to describe any unique characteristics of their community, school, or student population. As with the first question, 21 out of 22 respondents (95%) provided an answer to this question. Further, most of the respondents (76%) provided more than one response to the question.

At 16% each, comments most often referred to the socioeconomic status of the students and the rural locations of the sites. As one respondent wrote, "[There is a] large difference in the

socioeconomic backgrounds of the students." Another respondent noted, "Ninety-eight percent of our students are from a rural setting."

The high incidence of students eligible for free or reduced-price meals and the diverse locales of the students were noted in 13% and 10% of the comments, respectively. One respondent replied, "A large majority of our students are on free or reduced lunch (61%)." In relation to the diversity of the student population, one respondent mentioned, "[Our] students are from rural areas with no running water to affluent suburban areas."

One response given to this question was, "The most unique characteristic about our school is a learning model that we use in classrooms throughout our building." Other answers to this question included good parental support, ESL students, the presence of single-parent families, a low percentage of minority students, small close-knit community, good community support, and the presence of transient students. Two of the respondents answered that there was nothing unique that they could note; i.e., one said, "I can think of nothing that makes us unique."

ICCM

At the end of each of the 24 site visits, the data collector teams collaboratively completed the Innovation Component Configuration Map (ICCM) after reflecting on data collected via the surveys, interviews, observations, and documents. This instrument maps the 15 major components of the ESS program within the three broad areas of Student Eligibility (four components), School-Level Program Design (seven components), and District-Wide ESS Program Planning (four components). Most of these major components have three possible implementation variations (two components have four possible variations). After all pertinent data were analyzed, implementation levels were determined for the components. From that process, a picture or set of patterns emerged that maps the component configurations.

The cover page of the ICCM contained quantitative data related to the school observations. The average number of ESS teachers per school was 11 (standard deviation of 6); the mode was 5, with the number of ESS teachers ranging from 4 to 25. The average number of ESS tutors or aides was 3 (standard deviation of 5); the mode was 0 aides, with the number of aides ranging from 0 to 24. The number of ESS students varied widely by school; the average was 171, with a standard deviation of 184. The mode was 59 ESS students, with a range of 35 to 667. Finally, the average number of ESS classes per school was 10 (standard deviation of 6); the mode was 5, with a range of 3 to 27.

Table 16 provides descriptive statistical information (mean and standard deviation) for each of the 15 major components within the three broad areas for the 24 schools. Thirteen of the components had three possible variations (A, B, and C), which were coded as 3, 2, and 1, respectively; a score of 3 was the most ideal variation. The table shows that fiscal management in District-Wide ESS Program Planning was rated the highest, at 2.62. This was followed by scheduling in School-Level Program Design, at 2.54, and student selection in Student Eligibility, at 2.48. Standard deviations ranged from 0.45 for collaborative planning processes (District-Wide) to double that at 0.90 for scheduling (School-Level).

Table 16: ICCM Descriptive Statistics for Major Components Within Three Areas

Broad Area Major Component	Mean	Standard Deviation
Student Eligibility		
Referral Guidelines	2.46	0.72
Student Selection	2.46	0.51
Entry and Exit Process	2.38	0.77
Student Assessment for Eligibility	2.21	0.66
School-Level Program Design		
School Transformation Planning	2.38	0.77
Scheduling	2.54	0.51
Staff Selection	1.88	0.90
Staffing Patterns	2.29	0.75
Instructional Practices in ESS Programs	3.17*	0.82
Organizing and Grouping Students	2.00	0.59
Instructional Resources	1.92	0.88
District-Wide ESS Program Planning		
Collaborative Planning Processes	1.88	0.45
Program Evaluation	2.50*	0.98
Fiscal Management	2.62	0.58
Linkages With Other KERA Strands	2.00	0.78

*For these two components, the scores could range from 1 to 4 (most ideal); for all other components, the range was 1 to 3 (most ideal).

Two of the components had four possible variations (A through D, coded as 4 - 1, with a score of 4 as the most ideal variation). Instructional practices in ESS programs had the higher of the two means, at 3.17 (School-Level); program evaluation (District-Wide) was 2.50. Standard deviations for each component were 0.82 and 0.98, respectively.

Figures 14 through 16 show the means for each major component within each of the three broad areas. Overall, it appears that Student Eligibility received the highest ratings and that District-Wide ESS Program Planning received the lowest ratings.

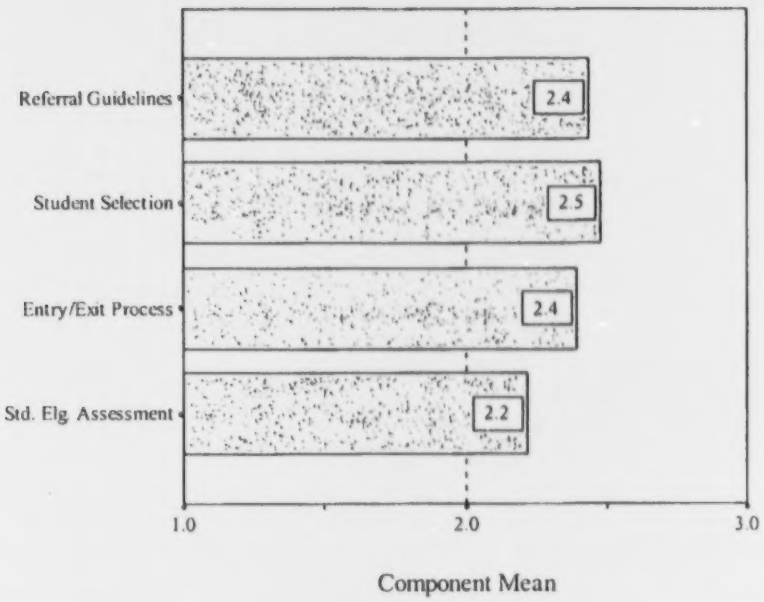
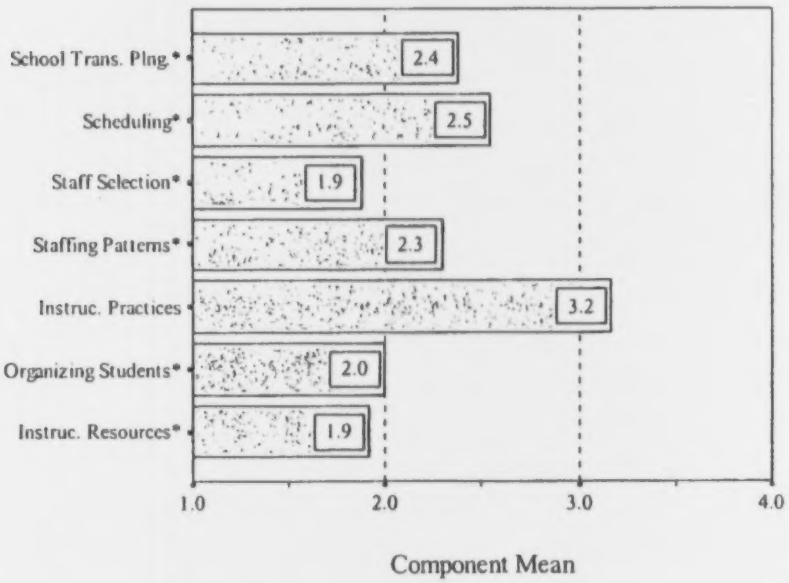


Figure 14: ICCM Component Means for Student Eligibility



*These components were rated on a 1-3 scale.

Figure 15: ICCM Component Means for School-Level Program Design

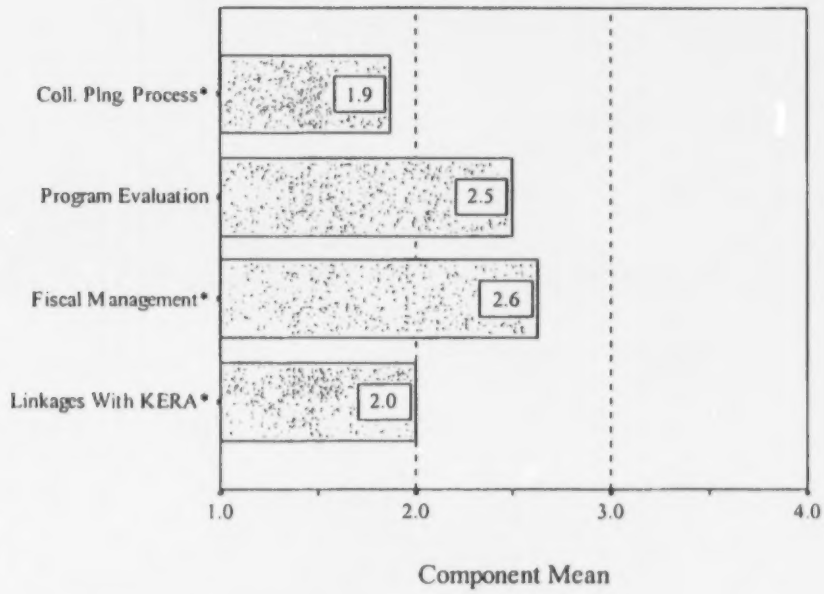


Figure 16: ICCM Component Means for District-Wide ESS Program Planning

Findings by Evaluation Topics and Their Related Questions

Evaluation Topic One: Identification, Referral, and Assignment of Services

a. Why do students participate in ESS?

Nearly all (95%) of the 151 district coordinators who responded to the district coordinator survey indicated that most students were referred to the program because they were in danger of failing and needed to improve their academic performance. In addition, 90% of the district coordinators interviewed (n = 18) indicated that the program was intended to help students succeed, or improve academically. In addition, 73% or more of both ESS (n = 225) and non-ESS (n = 297) teachers surveyed indicated that their students received ESS services to improve academic achievement and because their students were in danger of failing. Additional reasons that students received ESS services included because they were in danger of dropping out, needed extended learning time, needed to sustain present levels of performance, and needed to improve self-esteem. Thus, student performance and success in school were clearly the primary reasons that students received ESS services.

Interviews with parents of students participating in ESS confirmed this finding, given that 22% of the 49 parents who were interviewed indicated that their children were participating in the program because they needed to improve their grades in a specific subject and 7% needed

to improve their grades in general. Sixteen percent of parents cited the students' need for additional help, 9% attributed enrollment to getting caught up on homework, 7% needed help staying on task, and 30% indicated a variety of reasons (including falling behind in schoolwork, having to make up tests, because the child wanted to participate, and supplemental reasons). Finally, 3% each of parents indicated that their children were in ESS because of parental referral, parents wanted their children to do well, or because of heavy schedules. Overall, parents perceived the reasons for their children's participation in ESS to be to improve student performance and decrease risk of failure.

In addition, 19% of the ESS students interviewed indicated that they were participating in ESS because they needed to do better in school (7%), had failed a class (5%), needed to improve a specific grade (4%), or needed to graduate (3%). Nearly one third (31%) of these students participated because they volunteered, indicating a desire to improve grades, get extra help, or simply wanting to come to the program as specific reasons for their participation. These data confirm that the majority of ESS students participated in the program either because they recognized a need to improve their school performance, or because they wanted to do so for other unstated reasons.

b. How are students referred for ESS services and by whom?

According to 87% of the 225 ESS teachers surveyed, teacher recommendations were a basis for selecting students for participation in ESS. Other means of selecting students for ESS included parent requests (56%), student requests (45%), standardized test scores (9%), and other (10%). Similarly, 82% of the non-ESS teachers surveyed indicated that selection was based on teacher recommendations, 44% indicated that it was based on parent requests, 33% chose student requests, 9% chose standardized test scores, and 8% selected other. Responses to the parent questionnaire paralleled these data, with 53% indicating teacher recommendation, 32% indicating student self-referral, and 29% indicating that parents referred the students.

ESS teachers' (n = 98) interview responses to the question about student selection were generally consistent with responses on their surveys. Thus, 24% of ESS teachers stated that teacher recommendations were used to identify students, 3% stated that school counselors selected students, and 2% stated that administrators referred students to the program. In addition, 16% of the ESS teachers responded that struggling learners were identified as needing ESS, 8% stated that test scores were used to identify students in need of ESS, and 18% and 14% of ESS teachers said selection was based on parents referrals or requests and students' self-referrals, respectively. Only 2% of ESS teachers stated that the program was open to all students.

Thirty-one percent of school ESS coordinators who were interviewed (n = 23) said that referrals were made by teachers, 20% said they were made by parents, 10% said they were made by students, and 22% stated that eligibility was based on a variety of things including need and recommendations from professional school staff. Further, 25% of the 18 district ESS coordinators who were interviewed indicated that eligibility for ESS was determined by following district guidelines. Presumably these guidelines recommended that students' academic and test performance be used by teachers and other school personnel to identify students for ESS,

because 20% of the district ESS coordinators stated that eligibility was based on a combination of factors such that the lowest-performing students were given first eligibility, and 18% stated that teacher referrals determined eligibility. Five percent of district coordinators surveyed noted that the decisions regarding ESS participation occasionally were based on a parent's request for referral. In addition, 8% of the district level ESS coordinators interviewed said that the decisions regarding eligibility were made at the school level, and the remaining 15% of their answers varied, including following state guidelines and school councils' referrals. Finally, when asked if there was a formal method of referral, 40% of the district level ESS coordinators interviewed indicated that teachers initiated referrals to which parents later consented, 10% said that community awareness was sought through advertising, and 10% indicated that other various methods were used (e.g., computer databases).

c. Once the referral has taken place, how are individual student goals determined?

Establishing individual students' goals for the program appeared to rely heavily on parents and teachers, with some student participation. According to 30% of school ESS coordinators who were interviewed, the regular or classroom teacher, who was often also the referring teacher, determined the goals for students when he/she identified the students' needs or reasons for referral. Another 12% of the coordinators said that the regular and ESS teacher set the goals together, and 6% of the coordinators said that the goals were stated on the referral forms. Only 24% of the ESS school coordinators said that students were involved in setting the goals for their participation, with 12% involving the regular teacher and student working together, 6% involving the students and ESS teacher working together, and 6% involving the students working alone. Moreover, although parents weren't identified by the ESS coordinators as being part of the goal-setting process, 58% of the parents who were interviewed stated that they were indeed part of this process via collaboration with a teacher, as part of planning for college, by closely monitoring their children's progress in school, and by working with their child at home. In addition, 10% of the parents who were interviewed said that they would like to be involved in the process but were not.

Regardless of the apparent lack of participation of students in the goal-setting process, only 35% of the ESS students interviewed said that they participated in ESS because someone else wanted them to do so. Thus, 17% of the students stated that their teachers suggested their involvement in ESS, and 18% indicated that one or both parents had encouraged it. Overall, it seemed that students' goals were heavily influenced by their parents and/or teachers but 65% of the students apparently accepted these goals as their own and/or understood why they were expected to benefit from ESS.

Evaluation Topic Two: Profiles of Students Receiving Services

a. What are the grade levels of students receiving ESS?

ESS students in the sample schools were asked to provide information about their grade levels. A total of 1,195 students replied to this query on the student survey. Nearly half (48%) of those responding indicated that they were in the high school grades: 5% in 9th, 14% in 10th, another 14% in 11th, and 15% in 12th. ESS students in the elementary grades constituted the next largest group (28%), with 3% in 1st, 6% in 2nd, 7% in 3rd, 6% in 4th, and another 6% in 5th. Slightly fewer (25%) were in middle grades: 10% in 6th grade, 8% in 7th, and 7% in 8th. It is interesting to note the increases in ESS students in the 6th grade and in the 10th grade; these increases perhaps indicate that students transitioning from the elementary and junior high schools may require the additional academic support offered via ESS.

While nearly half of the students who returned surveys were at the high school level, this does not imply that more high school youth were participating in ESS sessions, but rather reflects the larger size of the high schools; further, half of the summer visits were conducted at the high school level. When comparing the percentage of ESS students at a school to the total student enrollment, overall building-level percentages were similar for elementary, middle, and high schools—from 16% to 19% for all three levels.

b. What subgroups (gender, race, etc.) are represented by students receiving ESS?

Gender data were available for students who completed the student survey in the sample school sites. Of the 1,163 students who responded to this demographic item, 52% (n = 603) were male and 48% (n = 560) were female.

When disaggregated by school level, it appeared that the percentages of boys and girls attending ESS programs in the sample sites remained fairly stable, with boys' participation increasing slightly at the middle school level. Boys constituted 49% of attendees in elementary schools, and girls, 51%. Middle school boys accounted for 53% of participants, and girls accounted for 47%. Likewise, 53% of ESS attendees were boys at the high school level, and 47% were girls.

Several interesting discrepancies were apparent at the grade levels, however. For instance, in the 1st grade, only 40% of students receiving ESS services at sample schools were boys. This overrepresentation of girls is anomalous. Dramatically, for example, 69% of ESS participants at the 9th grade level were boys, and only 31% were girls. (It should be noted that the numbers of students in these two grades are smaller than the numbers in the other grades represented.) Boys were also represented more than girls in ESS programs at sample sites in the 7th (54%), 8th (57%), and 10th (54%) grades.

c. What are the achievement levels, as measured by grades and proficiency levels, of the students receiving ESS?

According to 95% of the 151 district coordinators who replied to the survey mailed to all Kentucky district coordinators, most students were referred to the program because they were in danger of failing. Ninety-five percent also reported that a common reason why students were recommended for ESS was to improve their academic performance.

On the other hand, of the 837 school ESS coordinators who returned their surveys, only 76% indicated that students were referred to the program because they were in danger of failing. This represents a difference of 19 percentage points between the reports of district and school coordinators. Nonetheless, school coordinators (92%) tended to report, similarly to district coordinators, that students were recommended to the program to improve their academic performance.

Data gathered during site visits suggested that students referred to ESS were at some risk for failure, but not to the degree suggested by respondents to the district and school coordinator surveys. Of the 18 district coordinators interviewed during AEL site visits, for example, fewer than half (45%) reported that students in their districts were recommended for program participation because they were not succeeding academically. Similarly, only 43% of the 23 school coordinators interviewed during AEL site visits thought that students were referred to ESS because their performance was deficient (although an additional 6% reported that students were referred because they were not achieving to their potential).

Interestingly, ESS teachers interviewed during AEL site visits reported much more frequently that students were referred because they were struggling academically. ESS teachers were asked "What are the main problems the program is intended to solve? What are the main goals/purposes of the program in your district?" Of the 98 ESS teachers who replied to this question, 23% reported that the program was used to assist struggling learners, 13% to improve student performance, another 13% to prevent failure or attrition, 7% to improve performance in specific academic subjects, and 4% to improve test scores. ESS teachers, thus, provided a different perspective on ESS students' performance than did coordinators.

The 225 ESS teachers who completed an ESS teacher survey tended to corroborate this view of student performance. Asked to select from a list the most common reasons students receive ESS services, 84% indicated that they were to improve their academic achievement, and three fourths (75%) noted that students were in danger of failing. In addition, 11% reported that ESS students were in danger of dropping out of school.

Non-ESS teachers likewise thought that ESS students were referred to the program because they were performing poorly. Nearly three fourths (73%) of the total 297 non-ESS teachers responding to the survey reported that their students received ESS services because they were in danger of academic failure. Seventy-three percent also agreed that students were referred to ESS to improve their academic achievement.

d. What are the characteristics of students receiving ESS that put them at risk of dropping out of school—e.g., low achievement in school, poverty, single-parent homes, etc.?

Data from the School/Program Description Form revealed some characteristics that may put students at risk of dropping out of school. For instance, when asked to describe any unique characteristics of their community, school, or student population, respondents most frequently noted general issues such as socioeconomic status of students (16%) and rurality (16%); at a more specific level, respondents noted a high incidence of eligibility for free or reduced-price meals (13%) and diverse locales (10%).

Evaluation Topic Three: Profiles of ESS Programs and Their Implementation Patterns

a. What are the major components of the ESS program?

The major components of the Extended School Services program were identified by Kentucky educators in the mid-1990s as part of a research project completed by the Kentucky Institute for Education Research (KIER). Through a series of meetings, discussions, drafts, and reviews, KIER staff guided teams of Kentucky educators in developing of a series of "innovation component configuration maps" for all the major thrusts in the KERA law. These maps were based on the work of Gene Hall, Shirley Hord, and others in their Concerns-Based Adoption Models (CBAM). Gene Hall served as a consultant to the KIER component mapping project.

Specifically, the component map developed for the ESS program was titled the Innovation Component Configuration Map for Extended School Services, or ICCM for short. The ICCM depicts the major components of the ESS program in the three broad areas of Student Eligibility, School-Level Program Design, and District-Wide ESS Programming Planning.

There were unequal numbers of major program components within the three broad areas named above. In the Student Eligibility area, the components included referral guidelines, student selection, entry and exit process, and student assessment for eligibility. In the School-Level Program Design area, the components included school transformation planning, scheduling, staff selection, staffing patterns, instructional practices in ESS programs, organizing and grouping students, and instructional resources. Finally, within the District-Wide ESS Program Planning area, the major components included collaborative planning processes, program evaluation, fiscal management, and linkages with other KERA strands and other supporting programs. In sum, then, there were 15 major components in the ESS program, as derived from prior KIER research.

Then, for each of the 15 major components of the ESS program, there were a series of possible implementation variations. There were usually three implementation variations for each component, but two components (instructional practices in ESS programs and program evaluation) had four possible variations. The component implementation variations were arranged from left to right on the page for each component and labeled as "Variation A" through "Variation C," except for the two "Variation Ds." These implementation variations were ordered from most ideal (Variation A) to least ideal (Variation D). The most ideal variation (A) was

viewed by the ICCM developers as the implementation of that component that was the best that an ESS program could achieve. It follows, then, that the most ideal implementation of the ESS program would be one that was implementing all 15 major components at the "A" level. Of course, in practical terms, it would be very difficult for any ESS program to achieve this high standard. To discover where schools in the state were with their implementation of the ESS major components, a variety of evaluation study data sources were inspected.

b. How does the implementation of the ESS program components vary by stakeholder groups?

During site visit interviews, district ESS coordinators were asked to describe their ESS services so as to solicit responses, of a general nature, about their implementation of the major components of the ESS program. Eighteen district ESS coordinators provided a total of 82 responses to the question. These 82 responses were grouped into 17 categories, with the number of responses in each category ranging from 15 to 2. Comparing the response categories to the ESS major components and their implementation variations showed that eight different response categories, including 36 (44%) of the total responses, were related to some variation or other of the scheduling component in the School-Level Program Design area. For example, summer school was named 12 times (15%) by the district ESS coordinators, followed by afternoon programs, Saturday school, a.m. and p.m. services, intersession/breaks, before school, night classes, and off campus. The single category with the second-largest number (10 or 12%) of responses was labeled "monitor budget," which relates most directly to variations of the fiscal management component in the District-Wide ESS Program Planning area.

Also during site visits, school ESS coordinators were asked the same question about ESS services. Their responses were placed into 13 categories, ranging from 20 to 3 percent of the replies. It is interesting to note that seven of those categories can be collapsed and related to variations of the instructional practices in ESS program components in the School-Level Program Design area. Totaling 63% of the school coordinators' responses, the seven categories were subject/content areas, remediation/skills help, tutorial help, test preparation, writing/portfolio, homework, and higher-order skills. Another 6% of the responses on computer lab access were variations of implementation in the instructional resources component in the same broad area.

During the fall/winter and summer visits to ESS programs, 98 ESS teachers were interviewed and asked several questions about the implementation of key elements in their schools. As expected, these questions related to variations of implementation of major components in the area of School-Level Program Design. Several questions also related to the scheduling component. When asked about time of day for their ESS program, 52% of the teachers replied after school, 26% said summer school, 11% said morning before school, 6% replied Saturday, 3% said evening hours, and the remaining 3% said the times were flexible. Asked the time in the week that they provide ESS services, 35% of the teachers said Monday through Friday, 17% said Tuesday and Thursday, 13% said two afternoons per week, 11% said Monday through Thursday, and the remaining responses fit into nine different categories.

ESS teachers were asked to describe the staffing of their programs, which related to the staffing patterns component in the ICCM. Thirty percent of the teachers' responses fit into a category of elective/volunteer. The next highest category was miscellaneous, and contained 19% of the responses in a wide variety of statements. Tied for third at 7% were the two categories of teacher applies-principal approves and teachers in grade and content. The eight remaining categories had from 6% (coordinator selects) to 3% (seniority rules) of the responses. Teachers were asked to state the number of students per class, which also yielded information regarding the variations of the staffing patterns component. Thirty percent of the responses were in a category of 6-10 students to 1 teacher, 17% were in 2-5 to 1, 17% in 11-15 to 1, 15% in 4-30 to 1, 10% in miscellaneous, and 8% in 16-20 to 1; 5% of the teachers did not know or were non-responsive in their reply.

During the site visits, the ESS teachers were asked a pair of questions related to the instructional practices in ESS programs component. When asked about the curriculum of their ESS program, the teachers' responses fit into 10 categories, with responses ranging from 18% to 3% of the total. Interestingly, the top 3 categories tied with 18% of the responses and included everything, same as regular classroom; reading; and math. At 12%, miscellaneous was the next category, followed by 9% for core curriculum, 7% for writing/portfolio, 6% for state curriculum requirements, 4% for science, and 3% for social studies/history and English/language arts. When asked to describe the key elements of the instructional methods of their ESS programs, teachers provided a wide variety of responses fitting into 18 categories with 28% to 1% of the total. At 28%, the category with the most responses was individualized instruction, which was followed by the category of small groups at 13%. The remaining 11 categories each had less than 10% of the total responses and they included, for example (in order), hands-on/manipulatives; games, worksheets, etc.; miscellaneous; variety; reading; computers; discussions; whole group; math work; tutoring; homework; and others.

Finally, the ESS teachers were asked to describe their adaptations to student's needs, which yielded variations of implementation for the organizing and grouping students component. Fully 35% of the teachers' responses fit into the category of individualized instruction. Another 16% were in a category labeled learner needs (but not individualized). Then, the two categories of miscellaneous and appropriate level materials tied with 10% each. Next, 9% of the responses fit into a category of special education needs. There were six more categories of variations of implementations to meet individual need, each with 5% or less of the responses.

Also, as part of the site visit data collection, 49 parents of ESS students were interviewed. One question they were asked was "What are the best parts of ESS for your child?" The parents' responses to this question provided some additional stakeholder information about the variations of implementations of the major components in the ICCM. Almost one third (32%) of the parents' responses fit into a category labeled individual attention. The remaining responses were placed in seven other categories, ranging from 25% to 6% of the total. At 15%, the second largest category dealt with the positive outcomes of the program on the academic standing of their children and was labeled improved academically. With 14% of the responses, the category of homework help was third largest, followed by the variety of activities in the ESS program at 10%; and miscellaneous, also at 10%. The last three categories of parents' responses were flexibility, self-confidence, and good teachers/staff, at 7%, 6%, and 6%, respectively.

During the 24 site visits to ESS programs, 109 students enrolled in the program were interviewed and asked several questions relating to the implementation variations of the major components. For example, related to the component of entry and exit process in the Student Eligibility area, students were asked how long they had been in ESS and what subjects they studied. Student responses to these two questions were often combined rather than separate, but four categories of responses were specific to the length of time in ESS. The category with the largest number of responses at 21% was called the first semester or first year. Then, 9% responded with second year. Next, at just 1% each, the categories of fourth and fifth year were named. In the area of School-Level Program Design, students were asked if their ESS teacher was the same as their regular teacher. Fifty-six of the responses were in a category of not the same teacher, while 37% were in the same teacher category, and 5% said it was mixed (different for one subject, same for another). These different implementations relate to the staff selection and staffing patterns components in the ICCM.

ESS students were asked "What do you learn about in ESS?" The responses helped to describe the variations of instructional practices and instructional resources in the School-Level Program Design area. Student responses to this question were categorized into 15 groups, with a few more of those groups naming a subject and the others naming an instructional practice or resource. Regarding the former, the subject categories and percentages of total responses were English, language arts (14%); reading (13%); math (9%); science (4%); social studies (4%), writing (4%); and multiple subjects (3%). Regarding the latter group (practices and resources), categories included various activities (16%), individual help (7%), homework (7%), help on tests (2%), and improvements (2%). The remaining responses fit in categories of neutral or negative reply.

Finally, students in ESS programs were asked several interview questions related to variations of implementation in instructional practices, organizing and grouping students, and instructional resources used in ESS. Students were asked to describe what they did in their ESS classes that was different or the same as their regular classes. Only 10% of their responses fit into the same category and just 4% of their responses were in the mixed (different and same) category. The remaining 86% of the responses were spread over 13 difference categories, such as different instruction (21%), different miscellaneous (13%), different subject (9%), different games (8%), different time (8%), different homework (5%), plus 6 other categories with less than 5% each. Students were asked if the ESS teachers did anything special to teach them in ESS class that their regular teachers didn't and, if so, what. Student responses indicated that, indeed, ESS teachers did special things in ESS classes. More than three fourths of the responses (79%) were put into 10 categories of different, special things, including more individual help (34%), miscellaneous (14%), more informal/fun (6%), math practices (5%), different type activities (5%), homework help (4%), draws pictures/diagrams (3%), teaches shortcuts/tips (3%), does readings (3%), and incentives/rewards (3%). Students also were asked if their ESS teachers told them how well they were doing. Student responses were sorted into 10 categories, with six of them having 70% of yes/positive responses and the 29% remaining responses in four categories labeled mixed answers (11%), no (7%), doesn't tell me (6%), and off-target response (5%). Of the yes/positive responses, the categories were oral feedback (34%), miscellaneous (14%), forms/folders/etc. (11%), yes (6%), talks with parents (3%), and reviews work (2%).

c. What are the patterns of implementation of the ESS components for the more effective ESS users and for the less effective ESS users?

The patterns of implementation of the ESS components were determined through an analysis of the ICCM forms completed by the data collection teams at the conclusion of the 24 site visits. There were 15 major ESS components on the ICCM; each had at least three possible variations (A-C) and two had four possible variations (A-D). For analysis purposes, each variation was assigned one point and the points per each completed ICCM were totaled. The total scores could range from a minimum of 15 to a maximum of 47; the higher the point value, the higher the level of ESS implementation toward the most ideal implementation of the most components. (Higher implementation scores often are called "high-fidelity implementations.")

Actual scores on the ICCM forms ranged from a low of 24 to a high of 45 on the 47-point maximum scale. There were 4 scores in the 40s, 15 in the 30s, and 5 in the 20s. To determine the patterns of implementation within these scores, the total implementation scores and the actual variation scores were examined simultaneously to discern similar groupings, or patterns. Four overlapping patterns of implementation emerged from this analysis: Pattern 1, scores of 24 to 31 (n = 8); Pattern 2, scores of 33 to 38 (n = 7); Pattern 3, scores of 39 (n = 5); and Pattern 4, scores of 40 to 45 (n = 4). Given the nature of these patterns, a traditional graphic "map" was not generated for this analysis.

The scores for Pattern 3 were very close to the scores for Pattern 4 and, likewise, the scores for some of Pattern 2 were close to the scores of Pattern 3. The distinguishing characteristic of the groups, then, rests in the details of the patterns of the implementations of the 15 major ESS components. Put another way, although the total implementation scores were close, the patterns of implementation of the various components differed. For example, Pattern 4 was the most effective—the ESS implementation with the most fidelity to the ICCM. Pattern 4 implemented all components at variation A or B except for a single school that had all A and B variations plus two components with a C variation. In Pattern 2, the second-most effective ESS user group, all schools had implementation patterns consisting of all A and B variations and just one C variation. The implementation of components for Pattern 3, next-to-lowest effective users, consisted of some A and B variations plus either two or three C variations. Last, Pattern 1, the least effective ESS users, had implementation patterns either of some A and B variations plus four or more C variations or some A, B, C, and D variations.

Another way to analyze the differences in the patterns of implementation of the ESS components was to look for differences within and across the two groups. That is, in addition to the count of how many variations of each level each pattern had, an inspection was made of which variations were different both within and across Patterns 4 and 1. Within Pattern 4, all four ESS programs were judged to be at the B variation for the collaborative planning processes. Also within Pattern 4, three of the four programs were at variation B for the scheduling component. Within Pattern 1 (the lowest level of implemention), several trends were noted. For example, seven of the eight programs in Pattern 1 were judged to be at variations C or D for the program evaluation component. In fact, four of those were at variation D.

Next, seven of the eight Pattern 1 programs were at variation C for the staff selection component, six of the eight were at variation C for the instructional resources component, and six of the eight were at variation C for the linkages with KERA strands and other supporting programs. Still within Pattern 1, all eight of the programs were evenly split between either variation A or B for the scheduling component and, also, six of the eight programs were judged at variation B for the organizing and grouping students component. Finally, when inspecting which variations differed across Patterns 4 and 1, the most that can be said is that there were no outstanding differences evident. No important differences were evident when comparing the Pattern 4 ICCMs to the Pattern 1 ICCMs. Of course, the total scores were very different, but the patterns that produced those total scores tended to be similar. Stated differently, which components were judged to be most ideal (more points) in one pattern seemed to be the same in the other pattern and vice versa for components judged to be less ideal (fewer points).

To investigate further any possible differences across programs for Patterns 1 and 4, their School and Program Description Forms (SPDF) were reviewed. Unfortunately, one of the forms in Pattern 4 was missing (the school coordinator suffered an injury during the site visit and never submitted the completed form). The most interesting trend that emerged from the SPDF was that three of the four Pattern 4 schools were middle schools and the other was an elementary school. Also, for the three schools with completed forms, coordinators reported that students enrolled in the ESS program were just 9%, 10%, and 14% of the total school enrollment. For locale, two reported themselves suburban, and the other reported rural. They reported having six, eight, and nine ESS teachers—all of them also were regular classroom teachers. All were well-established programs, with two begun in 1990 and the other in 1994. The three Pattern 4 schools had after-school programs and just one school also offered weekend and summer programs. Two programs reported operating three days each week for about one hour each day. The other program reported operating five days a week for about four hours per day (this is the school that had the summer program). When describing the major components of their ESS programs and the current levels of implementation for each component, there were no trends appearing across the responses supplied by the three Pattern 4 schools, except that each offered some type of tutoring, remediation, or skills-building activities. Otherwise, the responses were rather idiosyncratic.

The eight Pattern 1 (low implementing) school SPDFs were reviewed for possible trends across this group. With eight schools in the pattern, the possibilities for confirming trends were lessened and this was borne out in their responses to items on the form. There were three high, two middle, and three elementary schools in Pattern 1. Four of these schools reported being in rural locales, three in urban locales, and one in a suburban locale. The total student enrollment varied widely, as did the percentages of ESS students out of the total enrollment. These figures ranged from 6% to 36% (with missing data for two schools). Interestingly, although the number of ESS teachers ranged from 4 to 25, the number for six of the eight Pattern 1 schools was 9 or less. And, similar to Pattern 4, all ESS teachers were regular classroom teachers. Also similar to Pattern 4, most of the ESS programs were well established, with just two of the eight starting as recently as 1996 or 1997. Seven of the eight schools had after-school programs, while the other was a summer program. Four of the eight also offered before-school ESS programs, five offered summer programs (other than the one already named), and four offered intersessions.

In terms of days of ESS sessions, four schools offered five days, two schools offered four days, and one school offered two or three days. The number of hours of ESS programs per day varied from one hour up to six hours for the summer programs. In terms of any trends appearing in the responses related to descriptions of the major ESS components and the implementation levels for each, just one trend was noted. Seven of the eight programs named either reading, math, and writing or core subjects; however, this should not be unexpected at all for ESS program major components.

To summarize the differences across the Pattern 4 (high implementers) and Pattern 1 (low implementers) SPDF sheets, the most interesting trends discovered were that three of the four Pattern 4 programs were in middle schools, and each of them had a rather small ESS program enrollment—ranging from 9% to 14% of the total school enrollment.

Evaluation Topic Four: Services to Students Placed at Risk

a. Are ESS programs serving students placed most at risk academically?

One method to determine whether ESS is serving students placed most at risk academically is to examine how students are referred to ESS. Permitting multiple "paths" to ESS increases the likelihood that all children in need of ESS services will be identified. Teacher recommendation was used in all districts as a selection method. In two thirds of the districts, parent requests also served as a route into ESS. In 45% of the districts, students could request ESS services. In a third of the districts, standardized test scores were used to determine ESS eligibility.

There are myriad reasons why a student might be considered at risk for failure, with the most obvious signal being poor performance in a subject. The main reasons students received ESS services were because they were in danger of failing (mentioned by 95% of district and 76% of school ESS coordinators), and/or needed to improve academic performance (noted by 95% of district and 92% of school ESS coordinators).

More than 88% of all teachers, school coordinators, and district coordinators who were surveyed reported increased academic achievement as a main outcome of the ESS program. Of the 576 parents who answered the survey item, 58% said that their children had improved understanding of the subject material, 36% reported that their children were passing the subject, and 22% remarked that their children were passing the grade as a result of participation in ESS.

b. Are ESS programs meeting the needs of students placed at risk academically?

Questions were asked in several of the data collection activities to answer this evaluation question. The 49 parents of ESS students who were interviewed during site visits were queried about their perceptions of ESS effectiveness. When asked how their children were doing in school since participating in ESS, more than half (54%) responded that their children's performance in school had improved, with comments such as "He has improved," and the child had "brought grades up." Seventeen percent of the parents believed that the instruction and

assistance their children received in ESS were helpful, saying, "They work better," and that the child was "able to do homework." Nine percent of the parents mentioned observable changes, such as seeing their children be more on task and organized. The outcomes seemed not just related to specific content areas, but also included improved study skills or learning how to learn.

A wider cross section of parents of ESS students was administered surveys. One question asked parents how their children's performance in school had changed since they began participating in ESS. Parents were provided five answer choices, ranging from much better to much worse. Of the 565 parents who answered the question, 21% said they thought their children were performing much better in school since participating in ESS. More than half of the parents (57%) said their children were doing better in school.

When asked during interviews what they thought their children had gained from the ESS program, 23% of the 49 parents commented that their children were giving school more attention because school was giving the children more attention, i.e., one-on-one instruction and tutoring. One parent shared that his or her child had "gained the most from one-on-one contact." Another said, "she blossomed here." Better grades were a noticeable outcome mentioned by 15% of the parents interviewed. Fourteen percent of parents had witnessed increased self-esteem in their children. "His self-esteem has gone up tremendously," remarked one parent. Ten percent of the parents believed their children's participation in the ESS program had resulted in better homework skills ("She is better able to do her homework"); an additional 9% of parents had noticed their children having better general study skills and organizational skills ("He has developed an understanding of time limits"). Seven percent of parents, however, did not know what their children might have gained from participating in the ESS program.

The 225 ESS teachers and 223 non-ESS teachers who returned their teacher surveys rated the overall effectiveness of the ESS program at their schools. Forty-one percent of ESS teachers and 34% of non-ESS teachers rated their programs as excellent. Approximately half of each group (51% of ESS and 54% of non-ESS teachers) rated their ESS programs as good. Six percent of ESS and 11% of non-ESS teachers reported their ESS programs were fair. Very few teachers rated their programs as poor (2% of ESS teachers and 1% of non-ESS teachers).

Both ESS and non-ESS teachers were asked in the teacher surveys what the most important ESS outcomes were for students. The teachers could provide more than one response. Almost all (95% of the ESS and 89% of the non-ESS teachers) reported enhanced academic achievement. Two thirds (65%) of the ESS teachers observed increased motivation on the part of students; in comparison, 38% of the non-ESS teachers noted increased motivation as an outcome. Sixty percent of the ESS teachers and 29% of the non-ESS teachers indicated that students had better self-esteem because of participation in ESS.

District and school ESS coordinators were asked the same question about student outcomes. Almost all (99%) of the district coordinators stated enhanced academic achievement as an outcome of the program. Approximately two thirds (62%) of the district coordinators marked increased motivation as an outcome, and 48% reported increased student self-esteem. School coordinator responses were similar, with 98% noting enhanced academic achievement, 70% reporting increased student motivation, and 56% noting an increase in student self-esteem.

On the student survey was the statement, "I am a better student this year," to which students either agreed or disagreed. More than three fourths of the 1,201 students (78%) responded that they were better students this year. Eighty-five percent of students agreed that the ESS program was helping them this year, and 86% stated that they asked for help in ESS when they needed it. Finally, when asked if they liked school, 67% responded affirmatively.

One item on the parent survey asked parents to list the best features of the ESS program. The 461 parents who responded to this question provided a total of 522 discrete responses. Twenty-one percent of parents said that the best feature was the extra help the program provided to students. Helping students to better understand their schoolwork was a best feature noted by 15% of the parents surveyed. Said one parent, "My child understands math concepts before coming home." The individualized tutoring was mentioned by 11% of the responding parents, with parents making comments such as, "The teachers have more time for one-on-one with students." Eleven percent of parents listed as a best feature of ESS the improved academic performance of participating students; an additional 10% appreciated that students had time to complete homework, review materials, and make up tests.

Most of the 49 parents (72%) responded positively when asked during interviews if they thought their children's ESS teachers were helping the children to do their best. Parents made comments such as, "Teachers are wonderful," "ESS teachers do help her to do her best," and "[my child] speaks well of her." A fifth of the parents (21%) did not know or had not heard enough about the ESS teacher(s) to comment.

ESS students were also asked during interviews whether and how their ESS teachers might be different from their regular classroom teachers. Thirty-four percent of students interviewed stated that the teacher(s) provided more individualized assistance. Nineteen percent responded that there was no difference between teachers. Smaller percentages of students provided other types of responses, such as the teacher was more informal and fun, helped with homework, provided incentives, and explained using diagrams and pictures.

The students who were interviewed were asked whether the teachers told them how they were doing in the ESS classes. Approximately a third replied that yes, they were provided with feedback ("The teacher tells us if we are getting better"). In contrast, 13% replied that they were not informed of their progress. Other students provided responses that did not fit exactly into those categories, but which tended to indicate that they were receiving some sort of feedback from the teachers.

In the student survey was an item asking students what they liked best about the ESS program. The top five responses supported what students in interviews had said about their ESS teachers differing from their regular classroom teachers. Thirty-nine percent of students responded that they liked the tutoring and individualized instruction available in ESS ("I like having extra time one-on-one with the teachers so they can explain things better"). Fourteen percent appreciated having the extra learning time that ESS provides ("ESS provides the extra time that I need for school. It helps me in my schoolwork and it really truly helps me"). Other

students (12%) said ESS makes learning fun ("It's fun because you learn different things"). Nine percent liked the time to make up work and tests ("I get to make up work that I am failing on").

To further understand whether ESS meets the needs of students placed at risk academically, parents were asked in surveys whether there were any problems with ESS. Two thirds of parents (64%) reported that there were no problems with the program. Nine percent of parents cited insufficient communication between ESS and home. As one parent said, "[They] need to keep parents more up to date regarding goals and successes." Approximately 6% would like ESS scheduling to be different—either longer, shorter, and/or more regular. Five percent of the parents thought that the ESS program at their children's schools were not rigorous or focused enough ("Does not focus directly on what my child's weaknesses are"). Five percent of parents mentioned inadequate resources, including lack of transportation and sufficient teachers and insufficient variety of subjects offered.

Students were asked in the surveys for suggestions on how to improve the ESS program. The 1,115 comments from the 1,055 students who provided responses were categorized into 11 content themes. The five most common response themes are discussed here. Nineteen percent of students would like to see schedule changes made to the program. Some students would like the program to be longer, others would like it shorter, and some just want it to be at a different time. Seventeen percent replied that the program was fine the way that it was and should not be changed. Twelve percent of the students suggested the use of more games and other activities that either would make learning enjoyable ("You should mix work with a little fun") or would serve as a reward for completing work ("When everyone gets done with their work have a fun activity").

An additional 12% of students would like to see more or different subjects offered in ESS ("Expand its services especially with intersession and allow more classes than just the core"). Ten percent of responding students suggested offering more snacks and/or meals as part of ESS ("I think it would be better if they gave us free snacks and drinks because my parents don't have money to give me every week"). Less frequent responses related to the provision of more individualized instruction, having instruction instead of study hall, creating a more positive learning environment, allowing group work, and providing extra credit.

c. Are ESS programs identifying and addressing those factors that place students at risk for failure?

There are challenges in working with students placed at risk academically. A quarter of the ESS teachers who were surveyed commented that motivating students and getting students to attend ESS were hurdles they faced ("Motivating students while focusing on academic challenges"). Attendance and student motivation were challenges mentioned also by non-ESS teachers (22%), school ESS coordinators (19%), and district coordinators (12%).

The emphasis at most schools appeared to be individualized instruction, or tutoring. This type of instruction was helping students who needed extra time and assistance to master material. A non-ESS teacher noted in the teacher survey, "[ESS] helps students who are not read to or worked with at home. Seen improvement due to more one-on-one time." Students were highly

appreciative of the extra attention from teachers that ESS provided. Eighty-five percent of those surveyed indicated that ESS was helping them that school year, and 39% of ESS students who were interviewed commented that the individual tutoring was helping them. The additional time to do make-up work or redo work or tests on which the student received a poor grade also were mentioned by 31% of the students who responded to the survey as the aspect they liked best about the ESS program.

Evaluation Topic Five: ESS Implementation Patterns and Outcomes

a: How does the fidelity of ESS implementation correlate with academic index scores?

As noted under evaluation question three, four distinct patterns of ESS implementation emerged from the ICCM instrument. These implementation scores were used to determine Pearson correlation values with academic index scores from the 2000-2001 Kentucky Core Content Tests (Kentucky Department of Education, 2002) for the following subjects: reading, science, mathematics, writing, social studies, arts/humanities, and practical living/vocational science. Table 17 presents correlation values of ESS implementation with each of the above subjects.

As can be seen in Table 17, correlation values between the ICCM total implementation scores and each of the school-level variables were very small, indicating a lack of relationship between them. None were significant, which was not unexpected given the small sample size of 24 implementation scores.

Table 17: ICCM Implementation Score Correlations With School Variables

School Variables	Pearson Correlation with ICCM Total Implementation Score
KCCT* Reading – Academic Index	-.044
KCCT Science – Academic Index	-.067
KCCT Mathematics – Academic Index	-.010
KCCT Writing – Academic Index	.039
KCCT Social Studies – Academic Index	-.234
KCCT Arts/Humanities – Academic Index	-.018
KCCT PL/VS – Academic Index	-.015
Average Years of Teaching Experience	.021
Number of Parent Volunteer Hours	.077
Spending Amount per Student	.233
Attendance Rate	.147
Retention Rate	-.028
Number of Drug, Weapon, or Assault Incidents	.029

*Kentucky Core Content Test

Note: ICCM scores could range from 15 to 47; the higher the score, the higher the level of ESS implementation; actual scores ranged from 24 to 45.

b: How does the fidelity of ESS implementation correlate with school-level variables such as retention, discipline, attendance, etc.?

Again utilizing the ICCM total implementation scores, Pearson correlations were generated for a number of school-level variables, including attendance rate, retention rate, average years of teaching experience, the number of drug/weapon/assault incidents, the spending amount per student, and the number of parent volunteer hours (see Table 17). Again, these data were culled from the school report cards provided on the Internet (Kentucky Department of Education, 2002). As noted above, correlation values between the ICCM total implementation scores and each of the school-level variables were very small, indicating a lack of relationship between them. None of the correlations were statistically significant.

c. How does the fidelity of ESS implementation distinguish between schools with minimum and maximum achievement gaps?

Each of the site visit schools was identified by KDE staff as having either a minimum or maximum achievement gap in overall academic index scores between White and minority students. To determine whether the ICCM implementation score could differentiate between these two classifications, an independent *t* test was conducted. The mean ICCM implementation score for the 13 schools classified as minimum gap was 36.54 (standard deviation of 5.25); the score for the 11 maximum gap schools was 32.45 (standard deviation of 5.97); the mean difference was 4.08. With a *t* value of 1.78, and a significance of .088, this difference approached but did not reach statistical significance at the .05 level.

d: What are the similarities and/or differences among ESS models (i.e., implementation pattern) within the classroom observations?

For the ESS classroom observations, eight-minute segments were averaged into one set of scores per observation, then aggregated and classified by school into the four patterns of ESS implementation (lowest to highest levels of implementation) as defined by the ICCM instrument. For the classroom snapshot of the observation, students were coded during a one-minute observation as being on task, off task, out of the room, or waiting. One-way analyses of variance (ANOVAs) were conducted to determine whether statistically significant differences occurred among the mean number of students in each of the activities by implementation pattern. No significant differences were found between any of the pattern groups. For the number of on-task students, means ranged from 8 to 10 across patterns (standard deviations of 3 to 4); for the other three activities, means were all below 1 (standard deviations of 0 to 1).

Then, attention was given to the target student segment of the ESS classroom observations. Again, eight-minute segments were averaged into one set of scores per observation, then were aggregated and classified by school into the four patterns of ESS implementation. The 27 individual activities that a target student could be involved in were grouped into the four main categories of teacher-led, management/organization, student-led, and off-task. One-way ANOVAs were conducted to determine whether statistically significant differences occurred among the mean number of minutes spent in each of the categories by

implementation pattern. While no significant differences were found between any of the pattern groups, Figure 17 does show fluctuations across patterns.

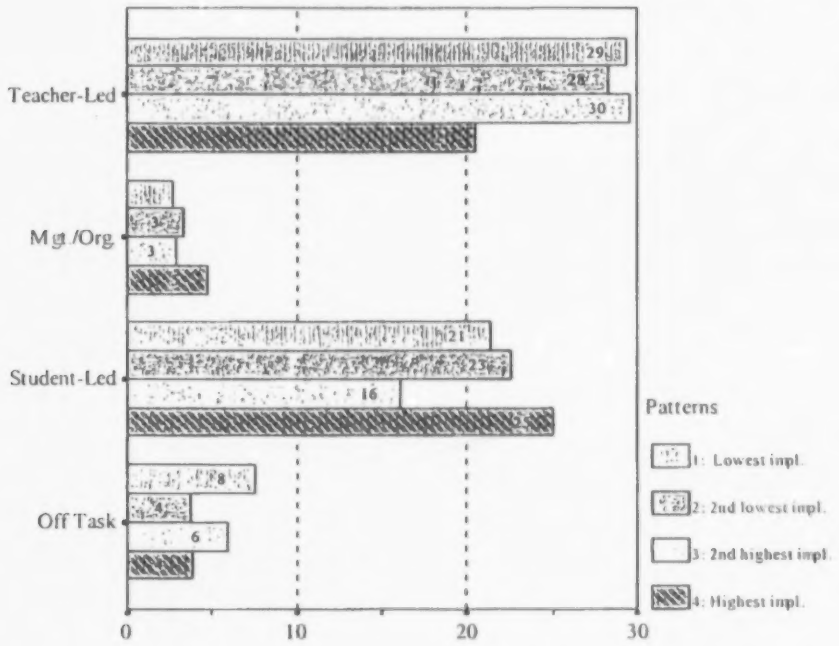


Figure 17: Observation Data: Percent of Time Spent in Main Categories by ICCM Implementation Pattern

Time spent in teacher-led activities ranged from an average of 21 minutes in Pattern 4 (highest level of ESS implementation) to 30 minutes in Pattern 3 (second highest level of implementation), with standard deviations of 3.46 and 16.44, respectively. Much less time was devoted to management/organization, as seen by a high of 5 minutes in Pattern 4 (standard deviation of 3.30) to a low of 3 minutes for the other three patterns (standard deviations ranging from 1.25 to 1.94). Time spent in student-led activities occurred most often in Pattern 4 with a mean of 25 minutes (standard deviation of 7.15), and least often for 16 minutes in Pattern 3 (standard deviation of 8.72). Finally, less time was devoted to off-task activities, with 8 minutes in Pattern 1 (lowest level of implementation, standard deviation of 7.34) and 4 minutes in Patterns 2 and 4 (standard deviations of 2.33 and 3.93).

e. What are the similarities and/or differences among ESS models (i.e., implementation pattern) within selected data measures?

The following analyses are further investigations of what factors might be underlying the four different patterns of ESS implementation. In particular, attention was given to inspecting forces that led to successful ESS implementation and barriers that hindered implementation.

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Available data from the 24 school coordinators from the statewide survey administration were utilized for this analysis. Further, data from ESS teachers' surveys during the 24 site visits were aggregated by school and classified into four patterns of ESS implementation. Figures 18 and 19 show school coordinators' and ESS teachers' response percentages for the seven forces that help ESS programs to succeed (respondents could select more than one force, as applicable). The seven forces included (1) clear support or mandate from district or other political actions, (2) clear support from parents or community, (3) additional financial support, (4) excellent staff development and follow-up, (5) excellent relationships among staff, (6) outstanding administration, and (7) other.

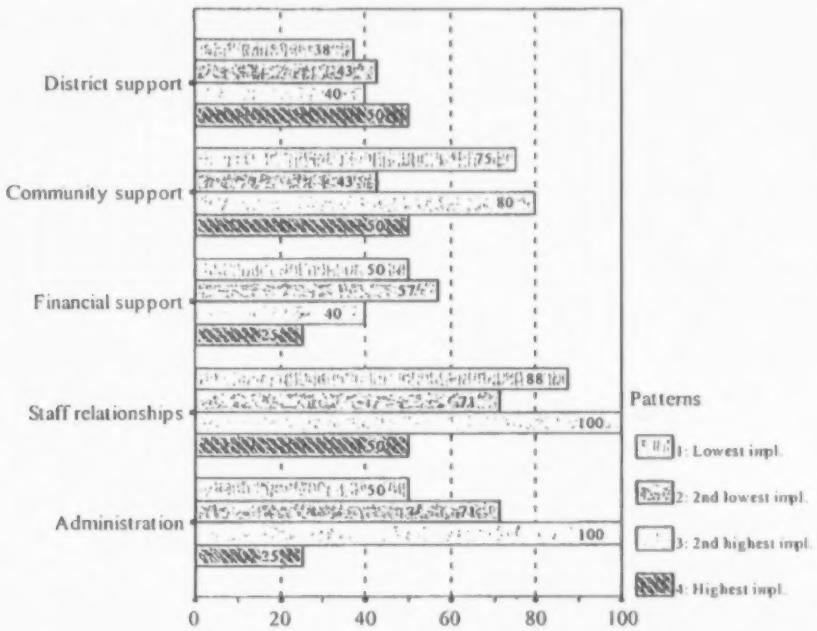

Figure 18: Percent of ESS Teachers' Survey Responses on Forces Leading to Successful ESS Implementation by ICCM Implementation Pattern

All ESS teachers identified five of the seven forces as aiding their ESS implementation: district support, community support, financial support, staff relationships, and administration. Interestingly, district support was the only force that teachers within schools in Pattern 4 (highest level of implementation) selected more often than teachers at other schools; Pattern 4 had 50%, Pattern 1 (lowest level of implementation) had 38%. For the other four forces, ESS teachers in Pattern 1 showed higher percentages than Pattern 4 (differences of at least 25%), indicating a greater perception that these forces were prevalent in their schools. In comparison, school coordinators identified the above forces, along with staff development. Data showed two forces (district support and staff relationships) with large differences between Patterns 1 and 4 (75% difference in district support and 25% in staff relationships). Generally speaking, coordinator responses were more indicative of specific forces aiding ESS implementation than the ESS teachers. Within the 20 groupings (five forces identified by both teachers and coordinators by four patterns), 13 were 60% or more for school coordinators, compared to 7 for teachers.

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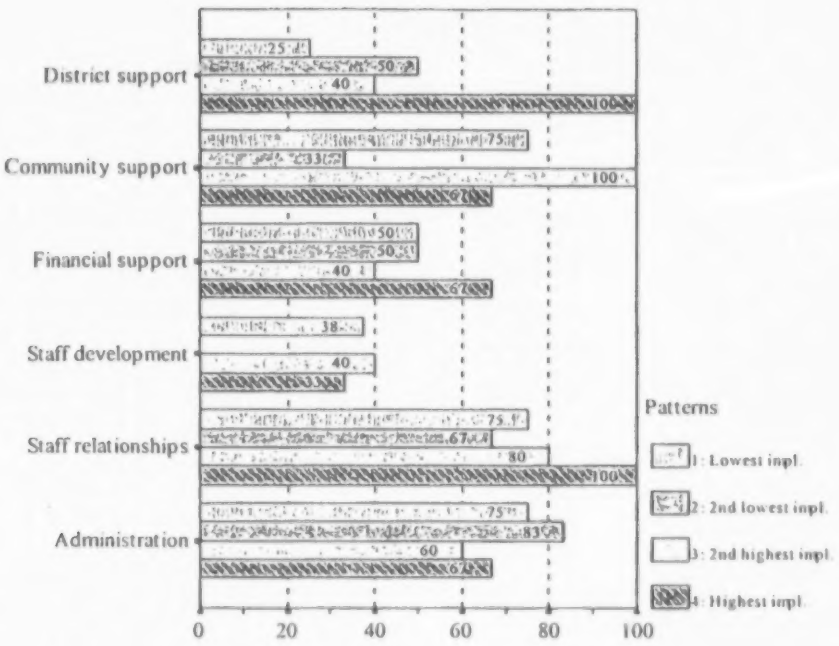

Figure 19: Percent of School Coordinators' Survey Responses on Forces Leading to Successful ESS Implementation by ICCM Implementation Pattern

Figures 20 and 21 show respondents' percentages of indicating which of 10 problems or obstacles were encountered in their schools as they implemented their ESS programs. These obstacles included (1) problems with state or district regulations; (2) opposition or demands from key district, school, or other staff; (3) opposition or demands from parents or community; (4) problems with teacher unions; (5) inadequate financial support; (6) inadequate preparation of teachers or other school staff; (7) problematic relationships among school staff; (8) student transportation; (9) opposition or demands from students; and (10) other.

ESS teachers selected only two problems—inadequate financial support and student transportation. A fourth of teachers within Patterns 1 and 4 each selected inadequate financial support; no Pattern 2 or 3 teachers selected this problem. All teachers indicated student transportation was a problem; however, Patterns 1 and 4 were equal at 25%. In comparison, school coordinators selected four problem areas: inadequate financial support, student transportation, student opposition, and other. For Pattern 4, 100% of the coordinators indicated inadequate financial support, compared to 13% of the Pattern 1 coordinators. Similarly, more Pattern 4 coordinators indicated some other reason was causing problems (33%), compared to 13% of the Pattern 1 coordinators. For student transportation, the trend reversed, with 75% of the Pattern 1 coordinators indicating this was a problem, compared to 33% of the Pattern 4 coordinators. Similarly, more Pattern 1 coordinators indicated student opposition (50%), compared to Pattern 4 coordinators (33%). Generally speaking, school coordinators were more indicative of specific problems hindering implementation than the teachers. Within the eight groupings (two problems identified by both teachers and coordinators by four patterns), two were 60% or more for school coordinators, compared to none for teachers.

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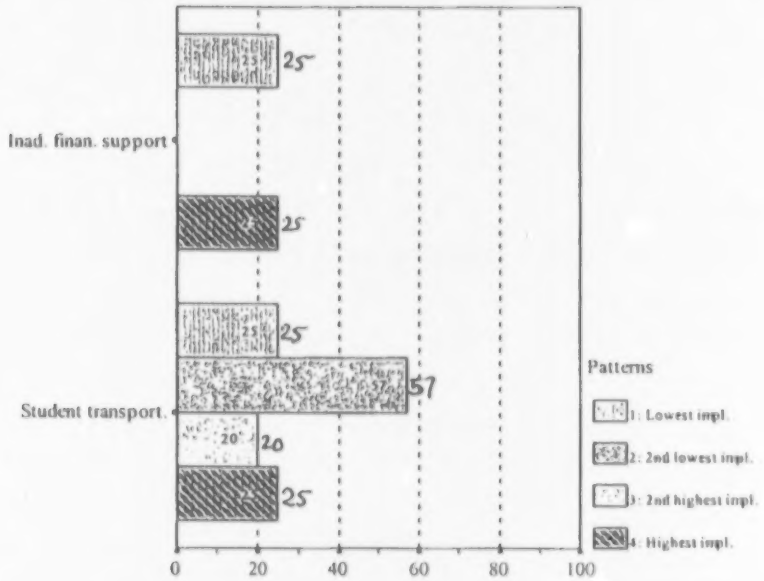

Figure 20: Percent of ESS Teachers' Survey Responses on Problems Hindering ESS Implementation by ICCM Implementation Pattern

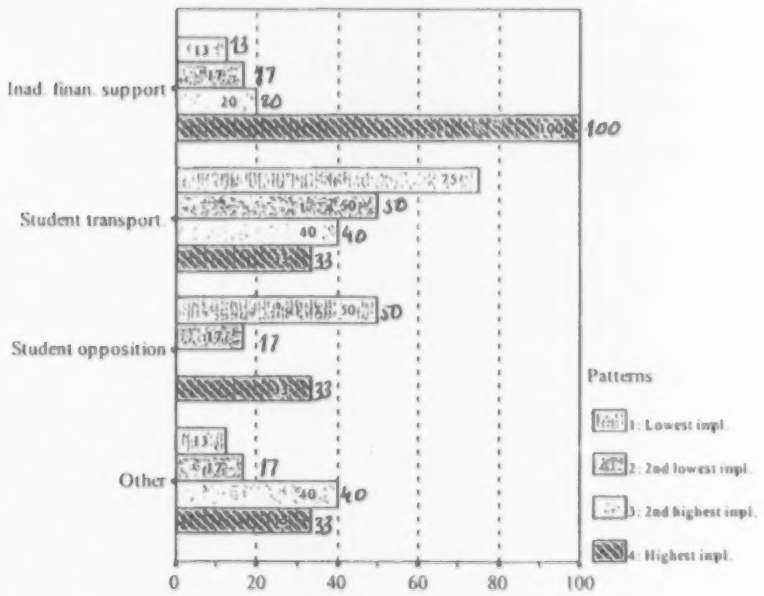

Figure 21: Percent of School Coordinators' Survey Responses on Problems Hindering ESS Implementation by ICCM Implementation Pattern

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Next, data resulting from the administration of the AEL CSIQ instrument were aggregated by school and classified by ESS implementation pattern for the site visit schools to determine whether statistically significant differences in scale scores occurred between patterns. The six scales included Learning Culture, School/Family/Community Connections, Shared Leadership, Shared Goals for Learning, Purposeful Student Assessment, and Effective Teaching. One-way ANOVAs were generated for each of the six scales by the four patterns of ESS implementation. One statistically significant difference was found in the School/Family/ Community Connections scale ($F(3,20) = 3.39$, $p < .05$). Tukey's HSD was used to pinpoint which patterns differed significantly and revealed that only Pattern 4 (highest implementation level) differed from Pattern 3 (second highest implementation level). Pattern 3 had a mean score of 50.57 (standard deviation of 1.97), compared to a mean for Pattern 4 of 43.32 (standard deviation of 4.15) for a mean difference of 7.25. There is a large effect size associated with this difference (-2.23), indicating that there is not only a statistically significant difference, but also a meaningful one in a practical sense. While only one significant difference was found, Figure 22 does show slight fluctuations among all six of the scales.

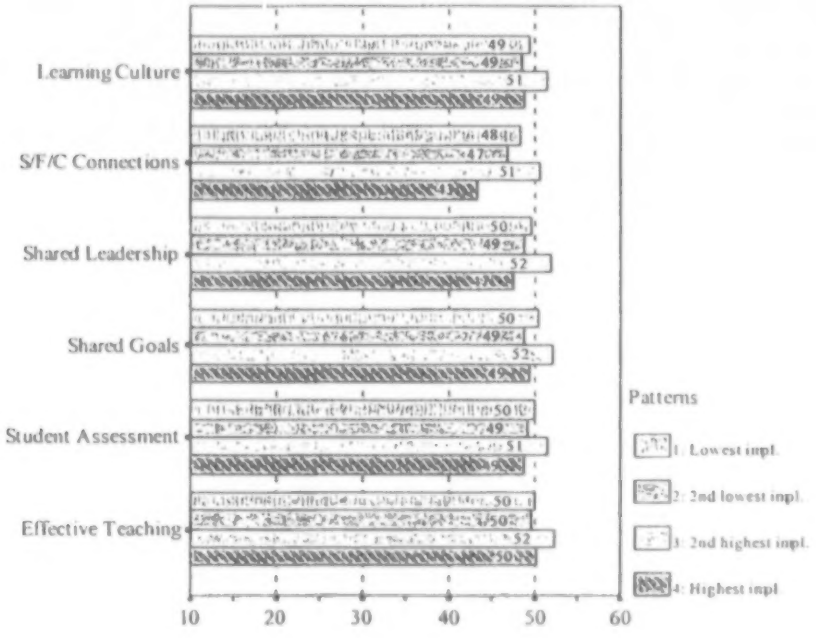

Figure 22: Mean AEL CSIQ Scale Scores by ICCM Implementation Pattern

Finally, Pearson correlations were generated for the six mean AEL CSIQ scale scores of the site visit schools with the ICCM total implementation score. The correlations follow: Learning Culture, .137; School/Family/Community Connections, -.070; Shared Leadership, .046; Shared Goals for Learning, .037; Purposeful Student Assessment, -.031; and Effective Teaching, .211. These correlations were all very small, indicating a lack of relationship between the scales and the implementation score. None of the correlations were statistically significant.

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CONCLUSIONS

A number of conclusions can be drawn from the findings presented within this comprehensive evaluation of the statewide Kentucky Extended School Services program. These are organized by nine topical areas.

Student Demographics

- In terms of the proportion of ESS enrollment to student enrollment, ESS participation is fairly equal across elementary, middle, and high school building levels; however, participation varies widely at the individual school level.

- The participation of boys and girls in ESS is roughly equivalent, particularly at the elementary level. However, fewer females participate in the program at the middle and secondary levels. This warrants further investigation to determine whether middle and high school girls need fewer ESS services or if they are simply less interested than boys in ESS participation.

- Students attending ESS programs are characterized by coming from poorer areas (rural and inner city), which lack resources. These circumstances place students at risk of academic failure and dropping out of school.

Adherence to Intended Goals

- Generally, students are referred to ESS because they are not performing well academically and may be in danger of failing. Other reasons noted were to extend students' learning time, sustain students' current levels of performance, or improve students' self-esteem. Some students taking advantage of ESS services do so because they are in jeopardy of failing at least one class or subject. Thus the achievement of most ESS students is depressed when they first begin participating in the program.

- There is a great deal of consistency among the perceptions of coordinators, teachers, and parents as to how students are referred to ESS; the majority believe that students are referred most often by classroom teachers. However, students report that they most often self-select into the program. It may be that students are taking credit for self-selection by agreeing to participate in this voluntary program after a teacher or parent has made the suggestion. Either approach seems to allow enough flexibility for the intended population to become involved with the program.

- The students' regular teachers, ESS school coordinators, and ESS teachers most often determine individual student goals, with parents and students themselves being involved to a lesser extent. Thus students' goals appear to be heavily influenced by their teachers,

yet the majority of students adopt these goals as their own and appear to understand why they are expected to benefit from participation in the ESS program.

- There is congruence among perceptions of the intended and actual outcomes of the ESS program. All stakeholders agree that the ESS program is helping students increase their academic achievement, pass courses and grades, and decrease school failure.

- Given the main reasons for referral, and the outcomes perceived by respondents, it is evident that the ESS program is operating within its framework and addressing the main goals it is intended to accomplish.

Classroom Instruction

- ESS and regular classrooms differ on two major dimensions: quality of instruction and appropriate level of instruction. Quality of instruction is better in regular classrooms, but instructional level is more often appropriate in ESS classrooms.

- ESS classrooms tend to engage in student-led activities, often involving independent seatwork and pair seatwork. Thus a "typical" ESS classroom appears to be one in which students work independently on homework and/or make-up tests, receiving individualized instruction as needed. One strength of the ESS classroom arrangement is that students are receiving the one-on-one tutoring they need and have the opportunity to have concepts not mastered retaught to them.

- While computers are almost universally available in both ESS and regular classrooms, very limited use was made of this resource. However, the environmental checklist did not differentiate between one or multiple computers, so in classrooms with only a single computer, usage may be restricted to teacher purposes.

Student Outcomes

- The ESS program appears to be having an impact on student performance. Nearly all teachers and coordinators indicate that participation in ESS has led to increased academic achievement. Further, parents report increased understanding of subject material by their children, that their children are passing a particular subject, or that their children are now doing better in school.

- Parents and students also report improved study skills and increased motivation to learn as a result of participation in ESS. Students appreciate having opportunities to make up or retake tests. This flexibility for students who either missed a test or performed poorly on a test indicates that value is placed on allowing students the opportunity to show what they have learned.

- For many students, ESS provides a time to receive individualized instruction, to learn study skills, and to have learning reinforced through the use of games, visual aids, practice, additional time, and incentives.

Program Strengths

- The major strengths of the ESS program focus on processes for its implementation and outcomes resulting from that implementation. For instance, process-linked supports include targeting students as early as possible, dedicated staff, student transportation, collaboration between teachers and coordinators, flexible scheduling, low teacher/ student ratio, and individualized instruction.

- There is a high degree of continuity between coordinators' and teachers' beliefs about key forces that help the ESS programs to succeed. The most critical components for successful implementation are strong district- and building-level support. Other critical components for implementation success are collaboration and relationships among staff, parent or community support, staff development, and financing.

- Coordinators' responses confirm that there are numerous successful programs operating in many schools in Kentucky. One particular reason given for success was the use of innovative and creative ESS methods.

- One unique strength of the ESS program is its fluidity and flexibility. Student mobility is high throughout the program. As a particular problem arises, ESS allows for an immediate intervention that focuses on a specific need that can be addressed before it becomes chronic and long term. The program does not rely solely on the results of annual standardized test scores, which would slow down the process of identification, referral, and enrollment.

Barriers to Maximum Success

- A variety of topics are viewed both as weaknesses and as strengths, depending on their presence or absence. These include student transportation, funding, staff development, parental communication, staffing, and student motivation. This suggests that when these factors are in place and sufficient, they provide a strong foundation for successful ESS implementation. Conversely, the absence or insufficiency of these factors is detrimental to maximizing the potential of an ESS program. These issues are more fully discussed in the context of weaknesses so that administrators and policymakers can see the explanatory comments related to each.

- Student transportation is a major problem for some schools. The decision to use ESS funds to provide public transportation for students is determined by individual school and/or district policies. Because the majority of the ESS services offered during the regular school year occur after normal school hours, if bus service is not provided then

parents must make transportation arrangements for their children. With the combination of parental work schedules, a potential lack of transportation for lower-income families, and the distance involved for more rural communities, this factor could seriously deter participation of some students who might be most in need of such academic services.

- Staff development related to ESS now seems to be nonexistent, inadequate, or distributed unevenly between teachers and coordinators. This may be more problematic for newer staff members who are initially becoming involved with ESS and who are not familiar with its related philosophies and guidelines, especially since the ESS summer conference was discontinued. Further, there is some lack of agreement among school coordinators, teachers, parents, and students as to the exact intent and nature of the ESS program.

- One discrepancy noted among respondent groups involves communication, especially with parents. While ESS teachers believe they meet with parents on an as-needed basis, parents note that communication with the teacher about their children's progress is a major problem and that they often are not aware of ESS goals.

- There seems to be some degree of misunderstanding regarding the emphasis on core subjects taught in ESS sessions. District coordinators' perceptions seem to be most closely aligned with the parameters of the ESS policy and regulations.

- Most of the respondents believe that the current number of teachers involved in ESS is inadequate for the number of students. Related to this topic is the reported difficulty associated with recruiting, hiring, and retaining a sufficient number of interested teachers with appropriate content knowledge and relevant skills for working individually with students in the ESS environment.

- Student motivation is a relevant issue for encouraging participation in the ESS program. Although some students are not motivated enough to participate, those who do participate tend to become more interested and to improve their academic performance as a result. Moreover, students consider the use of alternative, "fun" instructional strategies in the ESS classrooms as more engaging.

- Finally, there is consent among the coordinators and teachers that additional funding is necessary to adequately support full implementation of the ESS program. Addressing several of the weaknesses noted above would require an increased level of funding to provide consistent student transportation, staff development, expanded services in terms of hours and/or subjects, and a reduction of the student/teacher ratio.

Program Fidelity

- The ESS programs are performing satisfactorily in terms of implementing the majority of the 15 major components of the statewide program. The following four components seem to be implemented least satisfactorily: staff selection, instructional resources, collaborative planning processes, and program evaluation.

- There are four types of implementation of ESS programs in terms of their fidelity in operating the 15 major components of the program. That is, there are four levels of implementation of the ESS program, ranging from high-fidelity implementers to low-fidelity implementers. However, these patterns of implementation are very similar across the four groups; the main differences are in the levels of implementation of each component, as opposed to the differences across the components. Three of the four high implementation schools are middle schools with small ESS programs in terms of the number of involved students and teachers. In other words, the high-fidelity implementation is more an artifact of program scale and building level rather than discrete differences in implementation.

Patterns of Implementation

- Although there seem to be no discernable operational differences in the four levels of implementation, there are some differences in associated measures when compared by implementation pattern. The high implementation group consistently spent less time on teacher-led activities and more time on student-led instructional activities than any of the remaining three groups.

- When looking at implementation patterns with other data measures utilized in this comprehensive evaluation, one other conclusion can be drawn: All the ESS school coordinators in the high implementation group pinpointed inadequate financial support.

Overall

- One of the most striking conclusions from this comprehensive evaluation of the statewide Kentucky Extended School Services program is the marked consistency and high degree of corroboration both within and among respondent perceptions and data collector observations.

- Overall, it is concluded that the ESS program is positively perceived by involved stakeholders and has been proven to help address the needs of students who are at risk academically. However, several areas have been identified in which improvements could be made for a more successful implementation of the statewide program.

RECOMMENDATIONS

Based on the findings and conclusions of the statewide Kentucky Extended School Services comprehensive evaluation, a number of specific recommendations are offered for KDE staff's review and reflection.

- Some thought should be given to making scheduling adjustments to the after-school ESS programs, such as expanding hours of operation or simply staggering scheduled times within a week. The demand for additional time in ESS will need to be weighed against the possibility of further exacerbating the conflict between ESS sessions and extracurricular activities and/or part-time jobs.

- ESS staff should encourage/facilitate more involvement of parents and students in setting goals for individual students. This would help to improve communication between the home and school and to ensure that all involved parties share similar goals for individual students' learning—further increasing the likelihood that these goals will be uniformly sought, supported, and achieved. In addition, continued communication with parents about their children's progress should be a routine part of ESS program operation.

- Professional development opportunities should be provided to ESS coordinators and teaching staff in the areas of staff selection, instructional resources, collaborative planning processes, individualized instruction, mentoring/tutoring, and program evaluation. The specific format for these professional development opportunities could vary from workshop sessions at a central site or decentralized sites to online, Internet-based courses. Whatever delivery method is selected, professional development in these four areas is needed by most ESS program staff in the state.

- School-level ESS staff should carefully consider the scale of the program as they plan, deliver, and evaluate their programs to improve the level of implementation. Rather than resorting to downsizing, ESS staff need to assess how thoroughly and effectively they have implemented the 15 major program components and develop an action plan for improving those areas identified as being low or poor.

- KDE staff and state board of education members should collaborate to identify possible solutions to transportation issues. Solutions might include working closely with transportation staff, investigating alternative funding formulas such as using non-ESS monies for transportation expenses and/or seeking additional funds specifically for transportation.

- Some thought should be given to exploring ways to overcome the teacher staffing issue. For example, KDE staff could identify those districts experiencing ESS teacher recruitment problems and work with them to develop solutions. If the problem is teacher pay for ESS sessions and state or local regulations that prevent increasing teacher salaries, perhaps KDE staff could be instrumental in finding ways to overcome those barriers, such as seeking waivers for current rules or regulations.

- The possibility of developing an incentive program for ESS teachers that would generate opportunities for recognition of their efforts should be investigated. For example, an ESS Teacher of the Year award program might be designed and implemented. The idea is to offer a significant award and possibly a financial reward based on state-established criteria. The award, which could be regional or statewide, may help draw teachers previously uninterested in participating in the ESS program.

- The summer conference for ESS coordinators and teachers should be re-instituted. This conference provides an excellent opportunity for numerous professional development sessions for ESS coordinators, teachers, and staff from any district. Also, the opportunities to share ESS program information, successes, and solutions to common problems would be greater at a large conference. The added value would be that professional associations and networking about ESS across the state would likely evolve from such a conference; for example, a statewide organization of ESS professionals.

- It should be clearly communicated to all stakeholders that the ESS program, as implemented under current laws and regulations, is not designed to be an enrichment program. A clear understanding of the specific nature and purpose of the statewide program may help avoid efforts to shift its focus from struggling learners to all students.

- The current mechanism of categorical funding for the individual ESS programs should be maintained. Nearly all district and school respondents agreed this system worked well and felt that funds were distributed equitably.

- KDE and local ESS school staff should investigate ways to recruit at-risk and hard-to-reach students. Identified successful methods could be included in the best practices resource described below. Schools or districts could apply for grant money to fund focused, intensive efforts to increase students' awareness of and interest in the ESS program. Other possibilities include modifying current ESS activities to make them more fun for students by introducing creative, innovative instructional strategies to better capture students' interest, or experimenting with an incentive system to provide more extrinsic, short-term rewards to give students a sense of accomplishment during their participation in the ESS program (in addition to the intrinsic, long-term goal of increasing their academic achievement).

- KDE staff should formalize and fund the process for obtaining ESS "best practices" and develop a resource tool that would be available to all ESS staff. ESS staff in one or more districts could be financially compensated for spearheading the initiative and gathering submissions from all ESS programs. The final product could be in print or electronic format and would be a compendium of innovative and creative ESS programs. It could also include a segment on student motivation, as mentioned earlier. We understand that such an effort is currently under way, but statewide coordinators indicated limited awareness of this undertaking. Therefore, at the very least, KDE staff should increase the visibility and potential utility of such a tool for the ESS program statewide. One potential resource is the Promising Practices in Afterschool (PPAS) Web site, which provides detailed descriptions of promising practices nationwide (see www.afterschool.org).

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APPENDIXES

Appendix A:

Sample Selection Process

ESS Project: School Selection

Because ESS is a program designed to provide additional and timely instruction to students who need more time to meet achievement goals, one measure of the effectiveness of an ESS program within a school is a lack of wide variations in performance among subgroups within a school. Ideally, no child would be left behind: teachers would regularly assess each student for mastery of key skills and content and obtain additional help, including ESS, for students struggling to keep pace.

To identify schools for further analysis as to the effectiveness of ESS an intervention program, the KDE data on student performance for 1999-2000 was analyzed. (Data for 2000-2001 is not available.) The data file used contains performance data on numerous subgroups of students in each school. The subgroups relate to gender, ethnicity, socio-economic status and participation in various programs, including ESS. On each student's test form, a teacher or administrator at the school were asked to identify the student's participation in various programs in the school. More than half the schools in the state identified students as participating in ESS.

At each school level (elementary, middle and high), this procedure was used to select a pool of schools for analysis:

1) Schools without CATS scores for ESS participants were eliminated;

2) Schools with relatively small populations of students qualifying for the free and reduced lunch program were eliminated; at the elementary level, only schools with more than 25% free/reduced lunch eligibility were included; the thresholds for middle and high schools were 20% and 10% respectively.

3) The schools were rank ordered from highest to lowest based on the overall academic index score for all students. (The academic index includes scores for reading, math, social studies, science, writing, arts and humanities, and practical living/vocational studies.)

4) The additional data for these schools includes academic index scores for ESS participants, free/reduced lunch participants and African-American students, plus these additional indicators: percentage of students in the school participating in free/reduced lunch, percentage of African-American students, the percent of novice level readers in 2000, the reduction in the percentage of novice and apprentice

readers (novice only in middle schools) from 1994 to 2000, the school's accountability status, the retention rate and, for high schools, the dropout rate.

5) Schools were then placed in two groups:

   a. Schools where students in ESS, free/reduced lunch students and African-American students were all scoring within 10 points of the school average;

   b. Schools where students in the same subgroups were scoring more than 10 points below the school average (a few schools with ESS scores well above the state average, but free/reduced lunch students and minority students scored well below the average were also included).

6) Finally, schools that are generally representative of Kentucky schools and students on the basis of geography and demography were selected; and no more than one school (except for Jefferson and Fayette County elementary schools) was chosen from any district in any of the sub-categories.

Thus, all the schools on the following lists are relatively high performing schools based on their overall school scores. The first group of schools is also relatively successful with minority and economically disadvantaged students. The other group of schools has been relatively successful with some students but has not been as successful with minority and economically disadvantaged students.

Appendix B:

Completed Evaluation Standards Checklist

Checklist for Applying the Standards

To interpret the information provided on this form, the reader needs to refer to the full text of the standards as they appear in Joint Committee on Standards for Educational Evaluation, *The Program Evaluation Standards* (1994), Thousand Oaks, CA, Sage.

The Standards were consulted and used as indicated in the table below (check as appropriate):

Descriptor		The Standard was addressed	The Standard was partially addressed	The Standard was not addressed	The Standard was not applicable
U1	Stakeholder Identification	X			
U2	Evaluator Credibility	X			
U3	Information Scope and Selection	X			
U4	Values Identification	X			
U5	Report Clarity	X			
U6	Report Timeliness and Dissemination	X			
U7	Evaluation Impact	X			
F1	Practical Procedures	X			
F2	Political Viability	X			
F3	Cost Effectiveness	X			
P1	Service Orientation	X			
P2	Formal Agreements	X			
P3	Rights of Human Subjects	X			
P4	Human Interactions	X			
P5	Complete and Fair Assessment	X			
P6	Disclosure of Findings	X			
P7	Conflict of Interest	X			
P8	Fiscal Responsibility	X			
A1	Program Documentation	X			
A2	Context Analysis	X			
A3	Described Purposes and Procedures	X			
A4	Defensible Information Sources	X			
A5	Valid Information	X			
A6	Reliable Information	X			
A7	Systematic Information	X			
A8	Analysis of Quantitative Information	X			
A9	Analysis of Qualitative Information	X			
A10	Justified Conclusions	X			
A11	Impartial Reporting	X			
A12	Metaevaluation	X			

The Program Evaluation Standards (1994, Sage) guided the development of this (check one):

____ request for evaluation plan/design/proposal
____ evaluation plan/design/proposal
____ evaluation contract
_X_ evaluation report
____ other: _____

Name Kimberly S. Cowley Date 10/21/02

Kimberly S Cowley
(signature)

Position or Title Research and Evaluation Specialist

Agency AEL

Address P.O. Box 1348, Charleston, WV 25325

Relation to Document Co-Author
(e.g., author of document, evaluation team leader, external auditor, internal auditor)

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Appendix C:

Statewide Coordinator Surveys

Kentucky Extended School Services Program:
District ESS Coordinator Questionnaire

Please indicate which responses to the following questions most closely match the practices of the ESS program in your school district (fill in response circles completely). All responses will be kept confidential.

1. What are the most common reasons that students receive ESS? **(select all that apply)**

   - O In danger of failing
   - O In danger of dropping out
   - O To improve academic achievement
   - O To improve self-esteem
   - O To sustain present level of performance
   - O To extend learning time
   - O Other: _____

2. How are most of the district's students selected for ESS? **(select all that apply)**

   - O Teacher recommendation
   - O Parent request
   - O Student request
   - O Standardized test scores
   - O Other: _____

3. What subjects are being taught in the ESS program? **(select all that apply)**

   - O Reading
   - O Science
   - O Math
   - O English
   - O Social Studies
   - O Other: _____

4. How is technology used in ESS classrooms? **(select all that apply)**

   - O Drill & practice/academic games
   - O Curriculum
   - O Communication tools
   - O Research tools
   - O Productivity tools
   - O Instructional simulations
   - O Classroom management
   - O Other: _____

	Yes	No
5. Did you receive staff development related to ESS?	O	O
6. If you received staff development, was it adequate?	O	O
7. Did school-level ESS coordinators in your district receive staff development related to ESS?	O	O
8. If they did, was the staff development adequate?	O	O

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	Yes	No
9. Did ESS teachers in your district receive staff development related to ESS?	O	O
10. If they did, was the staff development adequate?	O	O
11. Did non-ESS teachers in your district receive staff development related to ESS?	O	O
12. If they did, was the staff development adequate?	O	O

13. How often do ESS and regular classroom teachers consult on the design of instruction and/or goals?

- O Regular classroom teachers teach their students in ESS
- O Regularly throughout school year
- O As needed throughout school year
- O Only prior to the start of school
- O Not at all

14. How often do ESS and regular classroom teachers consult on student performance?

- O At least once a week
- O At least once a month
- O Only at report card time
- O Not at all
- O N/A (regular teacher is ESS teacher)

15. How often do ESS teachers and parents consult on student goals?

- O Regularly throughout school year
- O As needed throughout school year
- O Only prior to the start of school
- O Not at all

16. How often do ESS teachers and parents consult on student performance?

- O At least once a week
- O At least once a month
- O Only at report card time
- O Not at all

17. How often do ESS teachers and students consult on student goals?

- O Regularly throughout school year
- O As needed throughout school year
- O Only prior to the start of school
- O Not at all

18. How often do ESS teachers and students consult on student performance?

- O At least once a week
- O At least once a month
- O Only at report card time
- O Not at all

19. What are the most important ESS outcomes for the students? **(select all that apply)**

- O Enhanced academic achievement
- O Increased self-esteem
- O Improved attendance
- O Increased motivation
- O Other: _____

20. What forces have helped ESS to succeed in your district? **(select all that apply)**

- O Clear support or mandate from district or other political actions
- O Clear support from parents or community
- O Additional financial support
- O Excellent staff development and follow-up
- O Excellent relationships among staff
- O Outstanding administration (principal/coordinator)
- O Other: _____

21. What problems or obstacles have been encountered in implementing ESS in your district? **(select all that apply)**

- O Problems with state or district regulations
- O Opposition or demands from key district, school, or other staff
- O Opposition or demands from parents or community
- O Problems with teacher unions
- O Inadequate financial support
- O Inadequate preparation of teachers or other school staff
- O Problematic relationships among school staff
- O Student transportation
- O Opposition or demands from students
- O Other: _____

22. Overall, how would you rate the effectiveness of ESS at your school?

- O Excellent
- O Good
- O Fair
- O Poor

23. Which option for disbursing ESS funds would be better for the students and schools?

- O Provide to districts through the SEEK formula
- O Continue to provide as separate categorical funds allotted to districts

24. Why do you believe the option you chose for disbursing ESS funds (see Question 23) would be better for students and schools?

25. What are the major strengths of ESS in your district?

26. What are the biggest challenges faced by ESS in your district?

27. What recommendations would you make to improve ESS in your district?

28. What else should we know about ESS?

Thanks for your cooperation in completing this survey. Your comments are important to us!

Kentucky Extended School Services Program:

School Principal/Building Coordinator ESS Questionnaire

Please select the best description of your role, your school, and your community (fill in response circles completely).

Role:
- O ESS coordinator
- O ESS coordinator and principal
- O ESS coordinator and teacher
- O Principal/assistant principal
- O Classroom teacher
- O Other role

School:
- O Elementary school
- O Middle/junior high
- O High school
- O Other building level

Community:
- O Rural
- O Suburban
- O Urban

Please indicate which responses to the following questions most closely match the practices of the ESS program at your school. All responses will be kept confidential.

1. What are the most common reasons that students receive ESS? **(select all that apply)**

   - O In danger of failing
   - O In danger of dropping out
   - O To improve academic achievement
   - O To improve self-esteem
   - O To sustain present level of performance
   - O To extend learning time
   - O Other: _____

2. How are most of your students selected for ESS? **(select all that apply)**

   - O Teacher recommendation
   - O Parent request
   - O Student request
   - O Standardized test scores
   - O Other: _____

3. What subjects are being taught in the ESS program? **(select all that apply)**

   - O Reading
   - O Science
   - O Math
   - O English
   - O Social Studies
   - O Other: _____

4. How is technology used in ESS classrooms? **(select all that apply)**

   - O Drill & practice/academic games
   - O Curriculum
   - O Communication tools
   - O Research tools
   - O Productivity tools
   - O Instructional simulations
   - O Classroom management
   - O Other: _____

Adapted from Nesselrodt & Schaffer 2000. Machine Scannable Version © KDE & AEL 2001.

	Yes	No
5. Did you receive staff development related to ESS?	O	O
6. If you did, was the staff development adequate?	O	O
7. Did ESS teachers at your school receive staff development related to ESS?	O	O
8. If they did, was the staff development adequate?	O	O
9. Did non-ESS teachers at your school receive staff development related to ESS?	O	O
10. If they did, was the staff development adequate?	O	O

11. How often do ESS and regular classroom teachers consult on the design of instruction and/or goals?

O Regular classroom teachers teach their students in ESS
O Regularly throughout school year
O As needed throughout school year
O Only prior to the start of school
O Not at all

12. How often do ESS and regular classroom teachers consult on student performance?

O At least once a week
O At least once a month
O Only at report card time
O Not at all
O N/A (regular teacher is ESS teacher)

13. How often do ESS teachers and parents consult on student goals?

O Regularly throughout school year
O As needed throughout school year
O Only prior to the start of school
O Not at all

14. How often do ESS teachers and parents consult on student performance?

O At least once a week
O At least once a month
O Only at report card time
O Not at all

15. How often do ESS teachers and students consult on student goals?

O Regularly throughout school year
O As needed throughout school year
O Only prior to the start of school
O Not at all

16. How often do ESS teachers and students consult on student performance?

O At least once a week
O At least once a month
O Only at report card time
O Not at all

17. What are the most important ESS outcomes for the students? **(select all that apply)**

O Enhanced academic achievement
O Increased self-esteem
O Improved attendance
O Increased motivation
O Other: _____

18. What forces have helped ESS to succeed at your school? **(select all that apply)**

O Clear support or mandate from district or other political actions
O Clear support from parents or community
O Additional financial support
O Excellent staff development and follow-up
O Excellent relationships among staff
O Outstanding administration (principal/coordinator)
O Other: _____

19. What problems or obstacles have been encountered in implementing ESS at your school? **(select all that apply)**

O Problems with state or district regulations
O Opposition or demands from key district, school, or other staff
O Opposition or demands from parents or community
O Problems with teacher unions
O Inadequate financial support
O Inadequate preparation of teachers or other school staff
O Problematic relationships among school staff
O Student transportation
O Opposition or demands from students
O Other: _____

20. Overall, how would you rate the effectiveness of ESS at your school?

O Excellent
O Good
O Fair
O Poor

21. Which option for disbursing ESS funds would be better for the students and schools?

O Provide to districts through the SEEK formula
O Continue to provide as separate categorical funds allotted to districts

22. Why do you believe the option you chose for disbursing ESS funds (see Question 21) would be better for students and schools?

23. What are the major strengths of ESS at your school?

24. What are the biggest challenges faced by ESS at your school?

25. What recommendations would you make to improve ESS?

26. What else should we know about ESS?

Thanks for your cooperation in completing this survey. Your comments are important to us!

Appendix D:

AEL Continuous School Improvement Questionnaire

Continuous School Improvement Questionnaire

Charting Your Course to High Achievement

School Name: _____

District Name: _____

State: _____ Date: _____

Directions:
This questionnaire concerns your perceptions of your school and community. Therefore, items should not be discussed prior to completion. There are no right or wrong answers. Please read each statement carefully and then rate the extent to which you believe it is true for your school. Using a scale of 1 to 6, with a "1" indicating that the behavior is "not present" and a "6" indicating that the behavior is "present to a high degree," completely fill in the appropriate bubble for each item.

Like this: ● Not this: ⊘ ⊗

Not present		Present to some extent			Present to a high degree
①	②	③	④	⑤	⑥

1. School leadership is proactive in communicating assessment results to parents. . . . . ① ② ③ ④ ⑤ ⑥
2. The school works with community groups to improve learning. . . . ① ② ③ ④ ⑤ ⑥
3. Assessment data are used to improve student performance. . . . . ① ② ③ ④ ⑤ ⑥
4. School leaders facilitate others in seeking solutions to problems, rather than prescribing solutions. . . . . ① ② ③ ④ ⑤ ⑥
5. Groups have been established at this school to participate in shared decision making. . . . . ① ② ③ ④ ⑤ ⑥
6. Mistakes are viewed as opportunities for learning rather than failures. . . . . ① ② ③ ④ ⑤ ⑥
7. Periodically, new goals are adopted to replace old goals. . . . . ① ② ③ ④ ⑤ ⑥
8. The goals of this school are referred to frequently in conversations around this school. . . . . ① ② ③ ④ ⑤ ⑥
9. Assessment of student learning is directed to improving (rather than just monitoring) student performance. . . . . ① ② ③ ④ ⑤ ⑥
10. School goals focus attention on priorities. . . . . ① ② ③ ④ ⑤ ⑥
11. The assessment program is based on standards or clear criteria for student performance. . . . . ① ② ③ ④ ⑤ ⑥

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Not present		Present to some extent			Present to a high degree
1	2	3	4	5	6

12. Teachers collaboratively interpret assessment results. 1 2 3 4 5 6
13. Instructional methods promote student motivation. 1 2 3 4 5 6
14. School goals focus on results for students. 1 2 3 4 5 6
15. All students are considered capable of learning. 1 2 3 4 5 6
16. Teachers interpret student assessment results for parents. 1 2 3 4 5 6
17. Our school community frequently talks about ways to improve student assessment. 1 2 3 4 5 6
18. Teachers use a variety of instructional practices. 1 2 3 4 5 6
19. School goals are stated so that they provide guides for action to those who provide instruction. 1 2 3 4 5 6
20. Teachers incorporate opportunities for higher-order thinking. 1 2 3 4 5 6
21. The school is proactive in interpreting assessment results for members of the community. 1 2 3 4 5 6
22. The use of assessment data is addressed before assessment procedures are established. 1 2 3 4 5 6
23. Classroom practice—what is taught and what is tested—is tied to schoolwide goals. 1 2 3 4 5 6
24. The school intentionally selects just a few goals on which to focus. 1 2 3 4 5 6
25. The principal does more listening than telling. 1 2 3 4 5 6
26. Teachers seek feedback from other teachers to improve their teaching. 1 2 3 4 5 6
27. Teachers use instructional practices that stimulate curiosity. 1 2 3 4 5 6
28. Opportunities are provided for teachers to develop leadership skills. 1 2 3 4 5 6
29. Members of the community who are not parents are also involved in the school. 1 2 3 4 5 6
30. Individuals continually look for ways to improve their own performance. 1 2 3 4 5 6

Continue on next page

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Not present		Present to some extent			Present to a high degree
1	2	3	4	5	6

31. Teachers are striving to improve their own effectiveness. . . . . ① ② ③ ④ ⑤ ⑥

32. School leaders provide adequate support to carry out ideas. . . . . ① ② ③ ④ ⑤ ⑥

33. Teachers provide opportunities for students to reflect on their learning. . . . . ① ② ③ ④ ⑤ ⑥

34. The principal's leadership style is characterized by "delegating power to" rather than "exercising power over." . . . . ① ② ③ ④ ⑤ ⑥

35. School staff work actively to stay informed about the community. ① ② ③ ④ ⑤ ⑥

36. Teachers have time to reflect upon their teaching. . . . . ① ② ③ ④ ⑤ ⑥

37. In this school, parents are valued as members of a learning community. . . . . ① ② ③ ④ ⑤ ⑥

38. School leaders use input from others in seeking solutions. . . . . ① ② ③ ④ ⑤ ⑥

39. Multiple channels of communication keep segments of the school community well informed. . . . . ① ② ③ ④ ⑤ ⑥

40. School staff engage parents as partners in their children's education. . . . . ① ② ③ ④ ⑤ ⑥

41. The principal listens to all points of view. . . . . ① ② ③ ④ ⑤ ⑥

42. Teachers in this school are open to innovation. ① ② ③ ④ ⑤ ⑥

43. Decisions regarding use of resources—time, money, space, etc.—are made by reference to how well they contribute to schoolwide goals. ① ② ③ ④ ⑤ ⑥

44. The school administration believes in shared leadership. ① ② ③ ④ ⑤ ⑥

45. Teachers help students develop a feeling of being able to control their own futures. ① ② ③ ④ ⑤ ⑥

46. Students are challenged to think critically. ① ② ③ ④ ⑤ ⑥

47. Teachers engage students in problem-based learning. ① ② ③ ④ ⑤ ⑥

48. The principal strives for meaningful community involvement in our school. . . . . ① ② ③ ④ ⑤ ⑥

49. The purpose of the assessment program is communicated to parents. . . . . ① ② ③ ④ ⑤ ⑥

Continue on next page

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Not present		Present to some extent			Present to a high degree
1	2	3	4	5	6

50. Instructional practices enable students to engage in self-directed learning. 1 2 3 4 5 6

51. School goals are reassessed annually. 1 2 3 4 5 6

52. Students interact frequently during the learning process. 1 2 3 4 5 6

53. Teachers are searching for ways to improve their teaching. 1 2 3 4 5 6

54. Members of the community are well informed about the school. . . 1 2 3 4 5 6

55. Teachers question established instructional procedures for the purpose of improving student learning. 1 2 3 4 5 6

56. Both teachers and school administrators support instructional experimentation. 1 2 3 4 5 6

57. Teachers, administrators, parents, and students work as a team to foster learning at this school. 1 2 3 4 5 6

58. Schoolwide goals for student learning motivate teachers to provide good instruction. 1 2 3 4 5 6

59. Administrators include teachers in the decision-making process. . . 1 2 3 4 5 6

60. Parents feel positive about our school. 1 2 3 4 5 6

Thank you for completing this questionnaire!

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0 1 2 3 4 5 6 7 8 9
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Appendix E:

Site Visit Surveys

Kentucky Extended School Services Program:
ESS Teacher Questionnaire

Please select the best description of your role, your school, and your community. Fill in response circles completely, like this: ●

Role:

- O ESS coordinator
- O ESS coordinator and principal
- O ESS coordinator and teacher
- O Principal/assistant principal
- O Classroom teacher
- O Other role

School:

- O Elementary school
- O Middle/junior high
- O High school
- O Other building level

Community:

- O Rural
- O Suburban
- O Urban

Please fill in the appropriate bubble(s) for each item. All responses will be kept confidential.

1. How many students are in your ESS class? ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
   (If less than 10, the top line should be "0.") ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨

2. How are most of your students selected for ESS? **(select all that apply)**
   - O Teacher recommendation
   - O Parent request
   - O Student request
   - O Standardized test scores
   - O Other: _____

3. What are the most common reasons your students receive ESS? **(select all that apply)**
   - O In danger of failing
   - O In danger of dropping out
   - O To improve academic achievement
   - O To improve self-esteem
   - O To sustain present level of performance
   - O To extend learning time
   - O Other: _____

4. What subjects are being taught in the ESS program? **(select all that apply)**
   - O Reading
   - O Science
   - O Math
   - O English
   - O Social Studies
   - O Other: _____

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	Yes	No
5. Did you receive staff development related to ESS?	O	O
6. If you did, was the staff development adequate?	O	O

7. How frequently do you consult with regular classroom teachers on the design of student instruction and target goals?

O Regularly throughout school year
O As needed throughout school year
O Only prior to the start of school
O Not at all
O N/A (I am the regular classroom teacher)

8. How frequently do you consult with regular classroom teachers on student performance and progress?

O At least once a week
O At least once a month
O Only at report card time
O Not at all
O N/A (I am the regular classroom teacher)

9. How frequently do you consult with parents on the design of individual student goals?

O Regularly throughout school year
O As needed throughout school year
O Only prior to the start of school
O Not at all

10. How frequently do you consult with parents on student performance and progress?

O At least once a week
O At least once a month
O Only at report card time
O Not at all

11. How frequently do you monitor student performance and progress?

O At least once a week
O At least once a month
O Only at report card time
O Not at all

12. How frequently do you consult with students on the design of their individual goals?

O Regularly throughout school year
O As needed throughout school year
O Only prior to the start of school
O Not at all

13. How frequently do you consult with students on their performance and progress?

O At least once a week
O At least once a month
O Only at report card time
O Not at all

14. What are the most important ESS outcomes for the students? **(select all that apply)**

- O Enhanced academic achievement
- O Increased motivation
- O Increased self-esteem
- O Other: _____
- O Improved attendance

15. What forces have helped ESS to succeed at your school? **(select all that apply)**

- O Clear support or mandate from district or other political actions
- O Clear support from parents or community
- O Additional financial support
- O Excellent staff development and follow-up
- O Excellent relationships among staff
- O Outstanding administration (principal/coordinator)
- O Other: _____

16. What problems or obstacles have been encountered in implementing ESS at your school? **(select all that apply)**

- O Problems with state or district regulations
- O Opposition or demands from key district, school, or other staff
- O Opposition or demands from parents or community
- O Problems with teacher unions
- O Inadequate financial support
- O Inadequate preparation of teachers or other school staff
- O Problematic relationships among school staff
- O Student transportation
- O Opposition or demands from students
- O Other: _____

17. Overall, how would you rate the effectiveness of ESS at your school?

- O Excellent
- O Fair
- O Good
- O Poor

18. Which option for disbursing ESS funds would be better for the students and schools?

- O Provide to districts through the SEEK formula
- O Continue to provide as separate categorical funds allotted to districts

(For scanning purposes, please keep your responses to the following items inside each box.)

19. Why do you believe the option you chose for disbursing ESS funds (see Question 18) would be better for students and schools?

20. What is the name of your school?

21. What are the major strengths of ESS at your school?

22. What are the biggest challenges faced by ESS at your school?

23. What recommendations would you make to improve ESS?

24. What else should we know about ESS?

Thanks for your cooperation in completing this survey. Your comments are important to us!

Kentucky Extended School Services Program:
Non-ESS Teacher Questionnaire

Please select the best description of your role, your school, and your community. Fill in response circles completely, like this: ●

Role:

- O Principal/assistant principal
- O Classroom teacher
- O Other role

School:

- O Elementary school
- O Middle/junior high
- O High school
- O Other building level

Community:

- O Rural
- O Suburban
- O Urban

Please fill in the appropriate bubble(s) for each item. All responses will be kept confidential.

1. How many of your students are in ESS? ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
   (If less than 10, the top line should be "0.") ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨

2. How are most of your students selected for ESS? **(select all that apply)**
   - O Teacher recommendation
   - O Parent request
   - O Student request
   - O Standardized test scores
   - O Other: _____

3. What are the most common reasons your students receive ESS? **(select all that apply)**
   - O In danger of failing
   - O In danger of dropping out
   - O To improve academic achievement
   - O To improve self-esteem
   - O To sustain present level of performance
   - O To extend learning time
   - O Other: _____

4. In what subjects are your students receiving instruction in the ESS program? **(select all that apply)**
   - O Reading
   - O Science
   - O Math
   - O English
   - O Social Studies
   - O Other: _____

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	Yes	No
5. Did you receive staff development related to ESS?	O	O
6. If you did, was the staff development adequate?	O	O

7. How frequently do you consult with ESS teachers on the design of student instruction and target goals?

O Regularly throughout school year
O As needed throughout school year
O Only prior to the start of school
O Not at all

8. How frequently do you consult with ESS teachers on student performance and progress?

O At least once a week
O At least once a month
O Only at report card time
O Not at all

9. What are the most important ESS outcomes for your students? **(select all that apply)**

O Enhanced academic achievement
O Increased self-esteem
O Improved attendance
O Increased motivation
O Other: _____

10. What forces have helped ESS to succeed at your school? **(select all that apply)**

O Clear support or mandate from district or other political actions
O Clear support from parents or community
O Additional financial support
O Excellent staff development and follow-up
O Excellent relationships among staff
O Outstanding administration (principal/coordinator)
O Other: _____

11. What problems or obstacles have been encountered in implementing ESS at your school? **(select all that apply)**

- O Problems with state or district regulations
- O Opposition or demands from key district, school, or other staff
- O Opposition or demands from parents or community
- O Problems with teacher unions
- O Inadequate financial support
- O Inadequate preparation of teachers or other school staff
- O Problematic relationships among school staff
- O Student transportation
- O Opposition or demands from students
- O Other: _____

12. Overall, how would you rate the effectiveness of ESS at your school?

- O Excellent
- O Good
- O Fair
- O Poor

13. Which option for disbursing ESS funds would be better for the students and schools?

- O Provide to districts through the SEEK formula
- O Continue to provide as separate categorical funds allotted to districts

(For scanning purposes, please keep your responses to the following items inside each box.)

14. Why do you believe the option you chose for disbursing ESS funds (see Question 13) would be better for students and schools?

15. What is the name of your school?

16. What are the major strengths of ESS at your school?

17. What are the biggest challenges faced by ESS at your school?

18. What recommendations would you make to improve ESS?

19. What else should we know about ESS?

Thanks for your cooperation in completing this survey. Your comments are important to us!

Kentucky Extended School Services Program:
ESS Parent Questionnaire

Please respond to each of the following questions related to the ESS program in which your child is enrolled. All responses will be kept confidential. Completely fill in the bubble for the appropriate response or write in your answer, as needed. Fill in bubbles like this: ●

1. What grade is your child in this year?

O 1st grade	O 5th grade	O 9th grade
O 2nd grade	O 6th grade	O 10th grade
O 3rd grade	O 7th grade	O 11th grade
O 4th grade	O 8th grade	O 12th grade

2. Who decided that your child should be in the ESS program this year?

O I did O The teacher did O My child did

3. How has your child's performance in school changed since his/her participation in ESS?

O Much better
O Better
O No change
O Worse
O Much worse

4. What has your child gained from participating in ESS? **(select all that apply)**

O Passing a subject
O Passing the grade
O Will graduate from high school
O Improved understanding of the subject
O Gets along better at home
O Gained confidence

5. How often are you notified of your child's performance in ESS?

O Every day
O Every week
O Every month
O Once in a while
O Never

Continue →

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6. How often are you consulted about the goals for your child in the ESS program?

O Regularly throughout school year
O As needed throughout school year
O Only prior to the start of school
O Not at all

7. Do you understand the ESS program?

O Fully understand it
O Understand it somewhat
O Understand it a little
O Don't understand it at all

(For scanning purposes, please keep your responses to the following items inside each box.)

8. What is the name of your child's school?

9. What are the best features of the ESS program?

10. What are any problems with the ESS program?

11. Do you think that your child should continue in the ESS program next year? Why or why not?

Thanks for your cooperation in completing this survey. Your comments are important to us!

SPECIAL INSTRUCTIONS

for Student Survey

If the student is in the third grade or lower, or if the student is a seriously impaired reader, the data collector will need to work with the school coordinator to make special arrangements. For instance, the classroom teacher could read aloud each question to the class if third grade or lower or for a reading-impaired student at a higher grade level. Depending on the student's writing ability, either the student or the teacher should record the student's responses. For items 3-12, which have a agree/disagree response option, the teacher should translate those to yes/no response options when reading items aloud, to aid understanding by the student.

Kentucky Extended School Services Program:
ESS Student Questionnaire

Please answer each of the following questions about the ESS program in which you participate. All responses will be kept confidential. Completely fill in the bubble for the appropriate response or write in your answer, as needed. Fill in bubbles like this: ●

1. What grade are you in this year?

O 1st grade	O 5th grade	O 9th grade
O 2nd grade	O 6th grade	O 10th grade
O 3rd grade	O 7th grade	O 11th grade
O 4th grade	O 8th grade	O 12th grade

2. I am a: O Boy O Girl

	Agree	Disagree
3. I like school.	O	O
4. I am a better student this year.	O	O
5. I go to school more often this year.	O	O
6. I ask for help in school when I need it.	O	O
7. I pay attention to my teachers.	O	O
8. My parent(s) ask me about school.	O	O
9. I attend ESS this year.	O	O
10. The ESS program is helping me this year.	O	O
11. My ESS teacher lets me know how well I am doing.	O	O
12. I ask for help in ESS when I need it.	O	O

13. What subjects are you working on in the ESS program?

O English	O Science
O Mathematics	O Social Studies
O Reading	O Other

Continue →

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(For scanning purposes, please keep your responses to the following items inside each box.)

14. What is the name of your school?

15. What do you like best about ESS?

16. What would make ESS better?

Thanks for your cooperation in completing this survey. Your comments are important to us!

Appendix F:

Site Visit Interview Protocols

Kentucky Extended School Services Program:
District Administrator Interview

AEL, an educational research and evaluation corporation in Charleston, West Virginia, has contracted with the Kentucky Department of Education to conduct an evaluation of the Kentucky Extended School Services (ESS) program during the 2001-02 school year. As part of that evaluation, we are interviewing ESS coordinators, teachers, students, and parents to gather their perceptions of the ESS program. I'll be recording this interview and taking notes. The taping is simply to accurately record your comments to the questions. You will not be identified by your comments; all information summarized will be anonymous.

Name of district: _____

1. How did the school district determine which services it would provide to students?
2. What are the main problems the program is intended to solve? What are the main goals/purposes of the program in your district?
3. Who designed the program in your district? Did it originate within this district or elsewhere? If you got your idea from an outside source, from where?
4. To what extent were you involved in the design of the program?
5. Describe the services you offer in the district.
6. How is eligibility determined? Is this done at the district or school level?
7. Is there a formal method of referral? If so, how does it operate?
8. Who determines individual student goals?
9. How are ESS school-level coordinators selected in your district?
10. How are ESS teachers selected in your district?
11. Describe any staff development that teachers (both ESS and non-ESS) have received in your district.
12. Describe any staff development that ESS coordinators (including yourself) have received in your district.

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13. Describe communication patterns among the teachers, ESS teachers, and parents.

    a. How often do these parties communicate?
    b. What are the topics of communication?
    c. How does communication influence planning, evaluation, and revisions for individual students?

14. How does the school district determine success and record the student's progress?

15. What happens to students who are not doing well in ESS in your district?

16. What are your assessment procedures?

17. At what point are students exited from the program? Who makes this decision?

18. Are there any changes you expect to make during the coming year? If so, what are they?

19. What is the role of consolidated planning in your ESS program?

20. Is there anything else you would like to tell me regarding ESS?

Kentucky Extended School Services Program:
School Administrator Interview

AEL, an educational research and evaluation corporation in Charleston, West Virginia, has contracted with the Kentucky Department of Education to conduct an evaluation of the Kentucky Extended School Services (ESS) program during the 2001-02 school year. As part of that evaluation, we are interviewing ESS coordinators, teachers, students, and parents to gather their perceptions of the ESS program. I'll be recording this interview and taking notes. The taping is simply to accurately record your comments to the questions. You will not be identified by your comments; all information summarized will be anonymous.

Name of school: _____

1. How did the school determine which services it would provide to students?
2. What are the main problems the program is intended to solve? What are the main goals/purposes of the program?
3. Who designed the program used at your school? Did it originate within this school or elsewhere? If elsewhere, from where?
4. To what extent were you involved in the design of the program?
5. Describe the services you offer.
6. How is eligibility determined?
7. Is there a formal method of referral? If so, how does it operate?
8. Who determines individual student goals?
9. How are ESS teachers selected?
10. Describe any staff development that you and/or teachers at your school have received related to ESS.

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11. Describe communication patterns among the teachers, ESS teachers, and parents.

    a. How often do these parties communicate?
    b. What are the topics of communication?
    c. How does communication influence planning, evaluation, and revisions for individual students?

12. How does the school determine success and record the student's progress?

13. What happens to students who are not doing well in the program?

14. What are your assessment procedures?

15. At what point are students exited from the program? Who makes this decision?

16. Are there any changes you expect to make during the coming year? If so, what are they?

17. What is the role of consolidated planning in your ESS program?

18. How are funds allocated to your school and what steps are taken to ensure that the funding formula is equitable?

19. How does the ESS program fit in as an integral part of KERA?

20. Is there anything else you would like to tell me regarding ESS?

Kentucky Extended School Services Program:
Teacher Interview

AEL, an educational research and evaluation corporation in Charleston, West Virginia, has contracted with the Kentucky Department of Education to conduct an evaluation of the Kentucky Extended School Services (ESS) program during the 2001-02 school year. As part of that evaluation, we are interviewing ESS coordinators, teachers, students, and parents to gather their perceptions of the ESS program. I'll be recording this interview and taking notes. The taping is simply to accurately record your comments to the questions. You will not be identified by your comments; all information summarized will be anonymous.

Name of school: _____

1. Describe the ESS program at your school.

2. How are students selected for ESS?

3. Are you a classroom teacher at this school? Are you an ESS teacher at this school?

4. Describe any staff development you received related to ESS.

5. How do you coordinate with other staff members regarding ESS?

6a. *If interviewee is both a regular classroom and ESS teacher, ask:*
Do you use the same or different curriculum, methodologies, and materials in your regular classroom and your ESS classroom? Why?

b. *If interviewee is only an ESS teacher, ask:*
Do you use the same or different curriculum, methodologies, and materials used in your students' regular classroom? Why?

7. Describe the communications you have with the parents of ESS children.

8. What are the major strengths of the ESS program at your school?

9. What are the major weaknesses of the ESS program at your school?

10. What are the main problems the program is intended to solve? What are the main goals/purposes of the program?

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11. Who designed the program used at your school? Did it originate within this school or elsewhere? If elsewhere, from where?

12. To what extent were you involved in the design of the program?

13. Describe the key elements of the program at your school.

    a. Curriculum
    b. Instructional methods
    c. Staffing
    d. Number of students per class
    e. Adaptations to individual student needs
    f. Time per day and per week that students spend in ESS

14. How are funds allocated to your school and what steps are taken to ensure that the funding formula is equitable?

15. How does the ESS program fit in as an integral part of KERA?

16. Is there anything else you would like to tell us regarding ESS?

Kentucky Extended School Services Program:
Parent Interview

AEL, an educational research and evaluation corporation in Charleston, West Virginia, has contracted with the Kentucky Department of Education to conduct an evaluation of the Kentucky Extended School Services (ESS) program during the 2001-02 school year. As part of that evaluation, we are interviewing ESS coordinators, teachers, students, and parents to gather their perceptions of the ESS program. I'll be recording this interview and taking notes. The taping is simply to accurately record your comments to the questions. You will not be identified by your comments; all information summarized will be anonymous.

Name of child's school: _____

1. What grade is your child in this year?
2. How important is education to your child?
3. Why is your child in the ESS program?
4. How is your child doing in school since his/her participation in ESS?
5. What do you think your child has gained from the program?
6. Were you involved in establishing goals for your child?
   a. If you were involved, what was your involvement?
   b. If not, would you like to be involved in the setting of goals for the year?
7. How are you informed about your child's progress? How often are you informed?
8. Do you think your child's regular classroom teachers are helping him/her to do his/her best?
9. Do you think your child's ESS teacher is helping him/her to do his/her best?
10. What are the best parts of ESS for your child?
11. What can be improved in the ESS program?

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Kentucky Extended School Services Program:
Student Interview

AEL, an educational research and evaluation corporation in Charleston, West Virginia, has contracted with the Kentucky Department of Education to conduct an evaluation of the Kentucky Extended School Services (ESS) program during the 2001-02 school year. As part of that evaluation, we are interviewing ESS coordinators, teachers, students, and parents to gather their perceptions of the ESS program. I'll be recording this interview and taking notes. The taping is simply to accurately record your comments to the questions. You will not be identified by your comments; all information summarized will be anonymous.

Name of school: _____

1. Tell me about your ESS program.

   a. What subjects do you study in ESS?
   b. How long have you been in ESS?

2. Why do you participate in ESS?

   a. Did you choose to participate on your own?
   b. Did your teacher recommend it?
   c. Did your parents recommend it?

3. What do you learn about in ESS?

4. Is ESS different or the same as your regular classes?

   a. What do you do in your ESS class that is different than your regular classes?
   b. What do you do in your ESS class that is the same as your regular classes?
   c. Is it easier to learn or study in ESS than in your regular classes?

5. Tell me about your teacher in ESS.

   a. Is it the same teacher as your regular school day?
   b. Does the teacher do anything special to teach you in your ESS class that your regular teacher doesn't do? If so, what?
   c. Does the teacher tell you how you are doing in the ESS class?

6. Is there anything else you would like to tell me about ESS?

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Appendix G:

Special Strategies Observation System

Kentucky Extended School Services Program:
Special Strategies Observation System (SSOS)

Observer number: ⓪①②③④⑤⑥⑦⑧⑨ ⓪①②③④⑤⑥⑦⑧⑨

School number: ⓪①②③④⑤⑥⑦⑧⑨ ⓪①②③④⑤⑥⑦⑧⑨

students in class: ⓪①②③④⑤⑥⑦⑧⑨ ⓪①②③④⑤⑥⑦⑧⑨

adults in class: ⓪①②③④⑤⑥⑦⑧⑨

Date: (two-digit month, day, year) ⓪①②③④⑤⑥⑦⑧⑨ ⓪①②③④⑤⑥⑦⑧⑨ ⓪①②③④⑤⑥⑦⑧⑨ ⓪①②③④⑤⑥⑦⑧⑨ ⓪①②③④⑤⑥⑦⑧⑨ ⓪①②③④⑤⑥⑦⑧⑨

Target Student: ① ② ③

Type of Class:
- O ESS
- O Regular

Subject:
- O English
- O History
- O Humanities
- O Language Arts
- O Mathematics
- O Practical Living
- O Reading
- O Science
- O Social Studies
- O Vocational Studies
- O Writing
- O Other: _____

Begin class observation at: _____:_____

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End minute of observation should begin at: _____:_____

Class Snapshot	Ongoing Activities of Target Student		
2nd minute of observation	Activity Code	Time Spent on Activity	Notes

Student Engagement:

Number of students on task:

Number of students off task:

Number of students out of room:

Number of students waiting:

Groups and Activities:

	Task	Number of Students		Task	Number of Students
Tchr.	(1) (W) (M) (S)		Stds.	(1) (W) (M) (S)	
Aide	(1) (W) (M) (S)		Stds.	(1) (W) (M) (S)	

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10th minute of observation should begin at: _____:_____

Class Snapshot	Ongoing Activities of Target Student		
10th minute of observation	Activity Code	Time Spent on Activity	Notes
Student Engagement: Number of students on task: 0 1 2 3 4 5 6 7 8 9 0 1 2 3 4 5 6 7 8 9 Number of students off task: 0 1 2 3 4 5 6 7 8 9 0 1 2 3 4 5 6 7 8 9 Number of students out of room: 0 1 2 3 4 5 6 7 8 9 0 1 2 3 4 5 6 7 8 9 Number of students waiting: 0 1 2 3 4 5 6 7 8 9 0 1 2 3 4 5 6 7 8 9	A B C D E F G H I J K L M N O P Q R S T U V W X Y Z ○ A B C D E F G H I J K L M N O P Q R S T U V W X Y Z ○ A B C D E F G H I J K L M N O P Q R S T U V W X Y Z ○ A B C D E F G H I J K L M N O P Q R S T U V W X Y Z ○ A B C D E F G H I J K L M N O P Q R S T U V W X Y Z ○	1 2 3 4 5 6 7 8 1 2 3 4 5 6 7 8 1 2 3 4 5 6 7 8 1 2 3 4 5 6 7 8 1 2 3 4 5 6 7 8	

Groups and Activities:

	Task	Number of Students		Task	Number of Students
Tchr.	1 W M S	0 1 2 3 4 5 6 7 8 9 0 1 2 3 4 5 6 7 8 9	Stds.	1 W M S	0 1 2 3 4 5 6 7 8 9 0 1 2 3 4 5 6 7 8 9
Aide	1 W M S	0 1 2 3 4 5 6 7 8 9 0 1 2 3 4 5 6 7 8 9	Stds.	1 W M S	0 1 2 3 4 5 6 7 8 9 0 1 2 3 4 5 6 7 8 9

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18th minute of observation should begin at: _____:_____

Class Snapshot

18th minute of observation

Student Engagement:

Number of students on task:

0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9

Number of students off task:

0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9

Number of students out of room:

0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9

Number of students waiting:

0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9

Ongoing Activities of Target Student

Activity Code	Time Spent on Activity	Notes
A B C D E F G H I J K L M N O P Q R S T U V W X Y Z .	1 2 3 4 5 6 7 8	
A B C D E F G H I J K L M N O P Q R S T U V W X Y Z .	1 2 3 4 5 6 7 8	
A B C D E F G H I J K L M N O P Q R S T U V W X Y Z .	1 2 3 4 5 6 7 8	
A B C D E F G H I J K L M N O P Q R S T U V W X Y Z .	1 2 3 4 5 6 7 8	
A B C D E F G H I J K L M N O P Q R S T U V W X Y Z .	1 2 3 4 5 6 7 8	
A B C D E F G H I J K L M N O P Q R S T U V W X Y Z .	1 2 3 4 5 6 7 8	

Groups and Activities:

	Task	Number of Students		Task	Number of Students
Tchr.	I W M S	0 1 2 3 4 5 6 7 8 9 0 1 2 3 4 5 6 7 8 9	Stds.	I W M S	0 1 2 3 4 5 6 7 8 9 0 1 2 3 4 5 6 7 8 9
Aide	I W M S	0 1 2 3 4 5 6 7 8 9 0 1 2 3 4 5 6 7 8 9	Stds.	I W M S	0 1 2 3 4 5 6 7 8 9 0 1 2 3 4 5 6 7 8 9

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Class Snapshot	Ongoing Activities of Target Student		
26th minute of observation	Activity Code	Time Spent on Activity	Notes

Student Engagement:

Number of students on task:

0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9

Number of students off task:

0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9

Number of students out of room:

0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9

Number of students waiting:

0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9

A B C D E F G H I
J K L M N O P Q R
S T U V W X Y Z .

1 2 3 4 5 6 7 8

Groups and Activities:

	Task	Number of Students		Task	Number of Students
Tchr.	I W M S	0 1 2 3 4 5 6 7 8 9 0 1 2 3 4 5 6 7 8 9	Stds.	I W M S	0 1 2 3 4 5 6 7 8 9 0 1 2 3 4 5 6 7 8 9
Aide	I W M S	0 1 2 3 4 5 6 7 8 9 0 1 2 3 4 5 6 7 8 9	Stds.	I W M S	0 1 2 3 4 5 6 7 8 9 0 1 2 3 4 5 6 7 8 9

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34th minute of observation should begin at: _____:_____

Class Snapshot	Ongoing Activities of Target Student		
34th minute of observation	Activity Code	Time Spent on Activity	Notes

Student Engagement:

Number of students on task:

Number of students off task:

Number of students out of room:

Number of students waiting:

Groups and Activities:

	Task	Number of Students		Task	Number of Students
Tchr.	I W M S	0 1 2 3 4 5 6 7 8 9 / 0 1 2 3 4 5 6 7 8 9	Stds.	I W M S	0 1 2 3 4 5 6 7 8 9 / 0 1 2 3 4 5 6 7 8 9
Aide	I W M S	0 1 2 3 4 5 6 7 8 9 / 0 1 2 3 4 5 6 7 8 9	Stds.	I W M S	0 1 2 3 4 5 6 7 8 9 / 0 1 2 3 4 5 6 7 8 9

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42nd minute of observation should begin at: _____:

Class Snapshot 42nd minute of observation	Ongoing Activities of Target Student		
	Activity Code	Time Spent on Activity	Notes
Student Engagement: Number of students on task: 0 1 2 3 4 5 6 7 8 9 0 1 2 3 4 5 6 7 8 9 Number of students off task: 0 1 2 3 4 5 6 7 8 9 0 1 2 3 4 5 6 7 8 9 Number of students out of room: 0 1 2 3 4 5 6 7 8 9 0 1 2 3 4 5 6 7 8 9 Number of students waiting: 0 1 2 3 4 5 6 7 8 9 0 1 2 3 4 5 6 7 8 9	A B C D E F G H I J K L M N O P Q R S T U V W X Y Z . A B C D E F G H I J K L M N O P Q R S T U V W X Y Z . A B C D E F G H I J K L M N O P Q R S T U V W X Y Z . A B C D E F G H I J K L M N O P Q R S T U V W X Y Z . A B C D E F G H I J K L M N O P Q R S T U V W X Y Z . A B C D E F G H I J K L M N O P Q R S T U V W X Y Z .	1 2 3 4 5 6 7 8 1 2 3 4 5 6 7 8 1 2 3 4 5 6 7 8 1 2 3 4 5 6 7 8 1 2 3 4 5 6 7 8 1 2 3 4 5 6 7 8	

Groups and Activities:

	Task	Number of Students		Task	Number of Students
Tchr.	I W M S	0 1 2 3 4 5 6 7 8 9 0 1 2 3 4 5 6 7 8 9	Stds.	I W M S	0 1 2 3 4 5 6 7 8 9 0 1 2 3 4 5 6 7 8 9
Aide	I W M S	0 1 2 3 4 5 6 7 8 9 0 1 2 3 4 5 6 7 8 9	Stds.	I W M S	0 1 2 3 4 5 6 7 8 9 0 1 2 3 4 5 6 7 8 9

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50th minute of observation should begin at: _____:_____

Class Snapshot	Ongoing Activities of Target Student		
50th minute of observation	Activity Code	Time Spent on Activity	Notes

Student Engagement:

Number of students on task:

0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9

Number of students off task:

0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9

Number of students out of room:

0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9

Number of students waiting:

0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9

Activity Code:

A B C D E F G H I
J K L M N O P Q R
S T U V W X Y Z O

Time Spent on Activity:

1 2 3 4 5 6 7 8

Groups and Activities:

	Task	Number of Students		Task	Number of Students
Tchr.	I W M S	0 1 2 3 4 5 6 7 8 9 0 1 2 3 4 5 6 7 8 9	Stds.	I W M S	0 1 2 3 4 5 6 7 8 9 0 1 2 3 4 5 6 7 8 9
Aide	I W M S	0 1 2 3 4 5 6 7 8 9 0 1 2 3 4 5 6 7 8 9	Stds.	I W M S	0 1 2 3 4 5 6 7 8 9 0 1 2 3 4 5 6 7 8 9

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Kentucky Extended School Services Program:
QAIT* Assessment of Classroom

Please indicate the extent to which the following items were observed by filling in the respective bubbles, using a scale of 1 (Unlike this class) to 5 (Like this class).

Quality of Instruction

	Unlike this class				*Like this class*
1. Lessons make sense to students. The teacher:					
a. Organizes information in an orderly way.	①	②	③	④	⑤
b. Notes transitions to new topics.	①	②	③	④	⑤
c. Uses many vivid images and examples.	①	②	③	④	⑤
d. Frequently restates essential principles.	①	②	③	④	⑤
2. Lessons relate to students' background. The teacher:					
a. Uses devices such as advanced organizers.	①	②	③	④	⑤
b. Reminds students of previously learned materials.	①	②	③	④	⑤
3. The teacher exhibits enthusiasm.	①	②	③	④	⑤

Quality of Instruction (continued)

	Unlike this class				*Like this class*
4. The teacher shows a sense of humor.	①	②	③	④	⑤
5. Lesson objectives are clearly specified. The teacher:					
a. States lesson objectives orally or in writing.	①	②	③	④	⑤
b. Conducts formal and/or informal assessment.	①	②	③	④	⑤
c. Provides immediate and corrective feedback.	①	②	③	④	⑤
6. Teachers use an appropriate pace to cover content.	①	②	③	④	⑤

*QAIT stands for Quality of Instruction, Appropriate Level of Instruction, Incentive, and Use of Time.

Continue →

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	Unlike this class				Like this class
Appropriate Level of Instruction					
7. Instructional strategies match students' abilities. The teacher:					
a. Accommodates students' levels of prior knowledge.	①	②	③	④	⑤
b. Accommodates students' different learning rates.	①	②	③	④	⑤
8. Grouping strategies enable students to work together or alone. The teacher:					
a. Uses in-class ability grouping.	①	②	③	④	⑤
b. Has a class that is homogeneous in ability.	①	②	③	④	⑤
c. Uses cooperative learning arrangements.	①	②	③	④	⑤
d. Bases individual instruction on mastery of skills and/or concepts.	①	②	③	④	⑤
e. Uses individualized instruction.	①	②	③	④	⑤
Incentive					
9. The teacher arouses students' curiosity by:					
a. Presenting surprising demonstrations.	①	②	③	④	⑤
b. Relating topics to students' lives.	①	②	③	④	⑤
c. Allowing students to discover information.	①	②	③	④	⑤
d. Presenting intrinsically interesting material.	①	②	③	④	⑤
10. The teacher uses extrinsic academic incentives such as:					
a. Praise and feedback.	①	②	③	④	⑤
b. Accountability.	①	②	③	④	⑤

	Unlike this class				Like this class
Incentive (continued)					
c. Homework checks.	①	②	③	④	⑤
d. Waiting for responses.	①	②	③	④	⑤
e. Guiding partial responses.	①	②	③	④	⑤
f. Tokens and rewards.	①	②	③	④	⑤
g. Communicating high expectations.	①	②	③	④	⑤
h. Small groups with individual incentives.	①	②	③	④	⑤
i. Students encourage one another to achieve.	①	②	③	④	⑤
j. Group contingencies.	①	②	③	④	⑤
11. The teacher uses extrinsic behavioral incentives such as:					
a. Praise.	①	②	③	④	⑤
b. Tokens and rewards for improvement.	①	②	③	④	⑤
c. Group contingencies.	①	②	③	④	⑤
12. The teacher provides instruction that is appropriate for students' abilities:					
a. Efforts by the student lead to success.	①	②	③	④	⑤
Use of Time					
13. Allocated time:					
a. Necessary time is allocated for instruction.	①	②	③	④	⑤
14. Engaged rates:					
a. The teacher uses effective management.	①	②	③	④	⑤
b. Students attend to lessons.	①	②	③	④	⑤

Kentucky Extended School Services Program:
Classroom Environment and Resources Checklist

Please indicate which of the following options were evident in the classroom by filling in the respective bubbles.

- O Use of multi-racial materials
- O Use of non-sexist materials
- O Posted classroom rules
- O Posted assignments
- O Cheerful and inviting classroom
- O Distinct activity centers
- O Adequate lighting
- O Comfortable ventilation/temperature
- O Student work displayed
- O No distracting internal noises/interruptions
- O No distracting external noises/interruptions
- O Open, risk-free environment

Please indicate whether the following resources were visible in the classroom (Vis.) and whether they were actually used during the observation (Used) by filling in the respective bubbles.

Vis.	Used		Vis.	Used	
O	O	Textbooks	O	O	Overhead projector
O	O	Workbooks/activity books	O	O	Television
O	O	Worksheets	O	O	Computer
O	O	Journals/learning logs	O	O	Student manipulatives/ hands-on materials
O	O	Classroom library			
O	O	Reference materials	O	O	Audio resources (i.e., tapes, CDs, players)
O	O	Map and/or globe			
O	O	Games and/or puzzles	O	O	Video resources (i.e., tapes, discs, players)
O	O	Instructional aids/props			
O	O	Science/lab table(s)			
O	O	Classroom chalkboard			
O	O	Student-used equipment			

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Appendix H:

School and Program Description Form

Kentucky Extended School Services Program:
School and Program Description Form

Please provide a description of your school and your ESS program by filling in your responses to the items below. Fill in response circles completely, like this: ●

1. I am the:
   - O ESS coordinator
   - O ESS coordinator/principal
   - O ESS coordinator/teacher
   - O Principal/vice principal
   - O Classroom teacher
   - O Other position

2. The school is a:
   - O Elementary school
   - O Middle school
   - O High school
   - O Other configuration

3. The ESS site is:
   - O School-based
   - O Community-based

4. The community is:
   - O Rural
   - O Suburban
   - O Urban

5. Total student enrollment in the school:
   (ex.: 79 students would be coded as 0079 by coding one digit per row of bubbles)

   ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
   ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
   ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
   ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨

   ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
   ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
   ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
   ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨

6. Total student enrollment in ESS program:

   ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
   ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
   ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨

7. Total number of ESS teachers:

   ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
   ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨

8. Average size of ESS class:

   ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
   ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨

9. Total number of ESS teachers who are also regular classroom teachers:

   ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
   ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨

Continue →

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10. Number of days per week program operates: ⓪ ① ② ③ ④ ⑤ ⑥ ⑦

11. Number of hours per day program operates: ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧

12. The ESS program operates: (select all that apply)

O Before school	O Evenings	O Summer
O After school	O Weekends	O Intersession(s)

13. When did your ESS program originally start?

O 1990	O 1993	O 1996	O 1999
O 1991	O 1994	O 1997	O 2000
O 1992	O 1995	O 1998	O 2001

(For scanning purposes, please keep your responses to the following items inside each box.)

14. Describe the major components of your ESS program **and** the current level of implementation for each component.

15. Describe any unique characteristics of your community, school, or student population.

Appendix I:

Innovation Component Configuration Map

KENTUCKY EXTENDED SCHOOL SERVICES PROGRAM:

Innovation Component Configuration Map

Demographic Scoring Page

Number of ESS teachers: ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨

Number of ESS students: ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨

Number of tutors/aides: ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨

Number of ESS classes: ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨

Date: (2-digit month, day, year) ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨

Observer number: ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨

School number: ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨

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ICCM Scoring Sheet

Components	Variations A	B	C	D
A. Student Eligibility				
1. Referral Guidelines	O	O	O	O
2. Student Selection	O	O	O	O
3. Entry and Exit Process	O	O	O	O
4. Student Assessment for Eligibility	O	O	O	O
B. School-level Program Design				
1. School Transformation Planning	O	O	O	O
2. Scheduling	O	O	O	O
3. Staff Selection	O	O	O	O
4. Staffing Patterns	O	O	O	O
5. Instructional Practices in ESS Programs	O	O	O	O
6. Organizing and Grouping Students	O	O	O	O
7. Instructional Resources	O	O	O	O
C. District-wide ESS Program Planning				
1. Collaborative Planning Processes	O	O	O	O
2. Program Evaluation	O	O	O	O
3. Fiscal Management	O	O	O	O
4. Linkages With Other KERA Strands and Other Supporting Programs	O	O	O	O

Kentucky Extended School Services Program:
Innovation Component Configuration Map
Working Document

A. Student Eligibility 1
1. Referral Guidelines 1
2. Student Selection 1
3. Entry and Exit Process 1
4. Student Assessment for Eligibility 2

B. School-level Program Design 2
1. School Transformation Planning 2
2. Scheduling 2
3. Staff Selection 3
4. Staffing Patterns 3
5. Instructional Practices in ESS Programs 3
6. Organizing and Grouping Students 4
7. Instructional Resources 4

C. District-wide ESS Program Planning 4
1. Collaborative Planning Processes 4
2. Program Evaluation 5
3. Fiscal Management 5
4. Linkages With Other KERA Strands and Other Supporting Programs 5

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Variation A	Variation B	Variation C	Variation D

A. Student Eligibility

1. Referral Guidelines (process, clearly defined)

Specific and clearly defined priorities exist for referral and placement of students in ESS. The priorities are well known within the school and consistent with state regulations and the identified needs of students within the school for the current school year.	Specific but vaguely defined criteria exist for referral and placement of students in the ESS programs. Few teachers appear to be aware of the priorities, some of which may be questionable in terms of state regulations and/or have little relationship to identified needs within the school.	Priorities for selection of ESS students are minimal or non-existent. Teachers may offer a variety of descriptions for current priorities or voice a lack of knowledge. Referral to ESS is wide open with little or no attention paid to identifying and assuring attendance of students in greater need.

2. Student Selection (process, based on student needs)

Students are identified and placed according to these priorities which are based on greater need. Observation of students served verify that students are actively sought and served in ESS according to the priorities. Although students from varying needs are served, it can be verified that students in greater need are actively recruited and regularly served before other less needy students.	Students may or may not be referred on the basis of the priorities for the current year. Observation of students served in ESS show great variety from greatest needs to minimal need. Further discussion indicates that many students in greater need may not attend ESS for various reasons.	Referrals from teachers are minimal in number with greatest numbers of student participation occurring from student self-selection. Observations of students served in ESS find that they are students with minimal need and are attending due to parent pressure or parent needs. Further discussion indicates that the school staff has rarely intervened to recruit those students in greatest need.

3. Entry and Exit Process (process, flexibility)

Students are referred by a teacher, parent, or student. Students enter and exit a program as need becomes evident and clearly identified goals are met.	Students are referred by a teacher, parent, or student. Students remain in the program longer than needed.	Students are referred and placed in the program without clearly defined goals and remain in the program the entire school year, regardless of need.

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Variation A	Variation B	Variation C	Variation D
4. Student Assessment for Eligibility (frequency, data based)			
A referring teacher identifies individual student goals prior to or upon entering the ESS program. Ongoing evaluation occurs throughout the provision of ESS services so that students exit when individual goals are met. Pre- and posttest scores are used to measure improvement and overall effectiveness.	A referring teacher provides the ESS teacher with a general goal or assignment for each student to complete. Students may exit the program with no ongoing evaluation to determine if individual goals are met.	Teachers refer students based upon their willingness to participate in the program. No identification of student goals occurs. No ongoing evaluation of student performance occurs in the ESS program or in the regular classroom.	
B. School-level Program Design			
1. School Transformation Planning (flexibility, linkage to needs)			
The ESS program is planned as a part of the STP; overall needs assessment precedes ESS planning.	ESS program planned as a stand alone, but data-based program. Stakeholders involved in planning.	ESS program is planned separately from STP; replicates previous program with no involvement of stakeholders.	
2. Scheduling (flexibility, linkage to needs)			
The school demonstrates flexibility in scheduling with a variety of program options, i.e., days of week, time of day, content, morning, afternoon, night, Saturday, summer.	The ESS program schedule reflects teacher availability and ease of planning the schedule. Scheduling conflicts with extracurricular activities and transportation constraints may influence ESS schedule.	Erratic scheduling of ESS programs occurs.	

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Variation A	Variation B	Variation C	Variation D
3. Staff Selection (process, based on student needs)			
The district or school demonstrates the use of specific criteria in the selection of certified and noncertified staff. Priority is given to the individual needs of the student.	The district or school demonstrates subjective selection of certified and noncertified staff. Student needs are not consistently considered.	Any teacher who will or wants to teach may be selected. Student needs are not considered.	
4. Staffing Patterns (flexibility, linkage to student learning needs)			
Teachers demonstrate content specific expertise and the ability to work with the identified needs of the diverse learners. In order to achieve reasonable student/teacher ratio, the ESS program uses a variety of effective methods such as cross-age and peer tutors, teacher assistants, and community and parent volunteers.	Low priority is given to expertise and the ability to work with diverse learners. Familiarity among staff may influence teacher selection. Minimal use of a variety of effective methods to achieve reasonable student/teacher ratios.	Any teacher who will teach is employed. No specific expertise is required. No other consideration is given to student need or cost effective methods.	
5. Instructional Practices in ESS Programs (diversity focused on needs, collaboration, assessment, and feedback)			
A variety of instructional strategies are used to meet the needs of students (such as individual instruction, computer assisted instruction, peer and cross-age tutoring, learning skills instruction, small group instruction, cooperative learning groups, active learning). There is collaboration among students, parents, teachers, and administrators. Complete student records, including referral forms, goals, parent permissions, samples of work, assessment information, and attendance are used to plan instruction.	Instructional practices demonstrate minimal use of diverse strategies with limited individualized instruction, use of technology, student grouping, and use of teacher-directed activities. There is limited use of student records for instructional planning.	The ESS program uses whole group instruction addressing general needs. There is no diversity in instructional practices. Student records are not kept for instructional practices.	The students complete homework assignments with minimal guidance. The teacher supervises the room. There is no direct assistance. Only attendance records are maintained.

Variation A	Variation B	Variation C	Variation D

6. Organizing and Grouping Students (linkage to learning style, learning objective, developmental level)

Students are grouped by needs such as daily performance, KIRIS assessment, portfolio scores, interest, and development levels.	Students are grouped by incomplete referral information. Needs assessment results are inconclusive. Students are grouped by subject and grade level only.	Students are not grouped based on any specific instructional purpose.	

7. Instructional Resources (variety, active learning, use of technology)

Students have a variety of materials, computer programs, books, manipulatives, and experiments available for use which promote active learning. Research is done to select appropriate materials to support learning. Assessment materials are available to identify needs of students and to plan interventions.	Limited materials are available to support instruction. Materials purchased are done so from a central location without regard to instructional need. Limited assessment materials are available.	Students do paper and pencil tasks using only textbooks. There are no new resources or use of technology evident. There is a lack of support material, hands-on manipulatives, and experiential materials. There are no outside or community experiences.	

C. District-wide ESS Program Planning

1. Collaborative Planning Processes (collaboration, needs based)

All stakeholders (i.e., parents, students, teachers, principals, coordinators, SBDM councils) collaborate to determine which schools will offer services, when programs will start and end, the number of teachers, and whether or not transportation will be provided.	District administrators and limited school personnel (i.e., building coordinators and principals) determine which schools will offer services, when programs will start and end, the number of teachers, and whether or not transportation will be provided.	District administrative staff determine which schools will offer services, when programs will start and end, the number of teachers, and whether or not transportation will be provided.	

Variation A	Variation B	Variation C	Variation D
2. Program Evaluation (data based, continuous)			
Schools and districts make extensive use of daily performance, continuous assessment, and KIRIS results to identify instructional needs and program effectiveness. Parents, students, and teachers are regularly surveyed to identify program needs. The student results of prior ESS programs (pretest and posttest data) are reviewed for program effectiveness.	Schools and districts make some use of KIRIS and assessment results to identify instructional needs and measure program effectiveness. Parents, students, and teachers are regularly surveyed to identify program needs.	Schools and districts make little use of KIRIS and assessment results to identify instructional needs and measure program effectiveness.	Schools and districts do not make use of KIRIS and assessment results to identify instructional needs. Parents, students, and teachers are not surveyed to identify program needs. Results of prior ESS programs are not reviewed for effectiveness.
3. Fiscal Management (needs based, focus on learning results)			
The district allocates funds to schools/ councils based upon a consistent needs formula.	The district allocates funds to schools based upon an inadequate or incomplete needs formula.	The district allocates funds to schools without regard to individual school and student needs.	
4. Linkages With Other KERA Strands and Other Supporting Programs (communication, collaboration)			
ESS staff collaborate with and are fully integrated with other KERA strands, district programs, and community services.	There is minimal collaboration or integration with other KERA strands and district programs.	There is no communication or collaboration between ESS staff and other district programs. ESS is viewed as a separate program.	

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